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ABSTRACT

This document on involvement by states and higher education in adult learning is one in a series of four developed to provide a comprehensive overview of the scope of training practices relating to adult learning. It consists of two sections, each summarizing the results of extensive surveys pertaining to training programs for special adult learner populations. Part 1 provides profiles on the involvement of seven specially-selected states in adult educational policies, priorities, and programs. Programs offered in adult, bilingual, vocational, and continuing education are encompassed, with special attention given to related inservice training practices. These states are profiled: California, Florida, Massachusetts, Michigan, Montana, New York, and Texas. Information provided includes synopsis of state-operated services to target groups, participation trends, contact personnel, listings of institutions of higher education and delivery of services, community programs and projects, and allocation of federal funds. Part 2 gives a nation-wide overview of adult learning programs offered by 807 institutions of higher education in five selected areas of training: Adult and Continuing Education, Recreation and Leisure, Gerontology and Aging, Human Resources/Services, and Community Studies. This part includes sixteen pages of summary diagrams and the twenty-eight page survey. (YLB)

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# OVERVIEW OF TRAINING PRACTICES INCORPORATING ADULT LEARNING

## Current Trends and Practices in Adult Learning

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September, 1980

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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## Preface

Because of the scope of training practices relating to adult learning, it has been necessary to develop a series of documents that provides a comprehensive overview. While each document represents a unique aspect of adult learning, the composite encompasses a profile of states' involvement, the political response on a national basis, the programmatic efforts of higher education, the meaning and application of adult learning to training, and a listing of reading materials. The four documents contained with the Overview of Training Practices Incorporating Adult Learning are:

- .Current Trends and Practices in Adult Learning
- .Selected Federal Legislation and Programs Relating To Adult Learning
- .Adult Learning in Inservice Training and Staff Development
- .Annotated Bibliography on Adult Learning

Even though the concept of adult learning is by no means a new one, only very recently has it been viewed as an essential aspect of training. The dilemma facing those of us involved with providing training services is how to apply adult learning principles to practice, given the scarcity and fragmented nature of the existing information base, especially where training approaches and practices are concerned. With that in mind, the purpose of these overview documents is twofold: (1) to contribute to filling the information gap relating to adult learning in training; and (2) to provide trainers with reference guides to existing sources of information.

Within the framework of the Overview of Training Practices Incorporating Adult Learning, we have sought to respond to the following questions.

- .What is the adult learning process?
- .How can human potential be more fully developed and utilized?
- .How can life span training be effectively applied?

.What kind of approaches to adult learning exist? What kind are needed?

.How can empathy training of education personnel be effectively applied to adult learning?

.How can training function as an adult learning process?

.What is the teacher-learner function of the adult in the learning process?

By addressing these questions, it is our hope that along with providing a picture of the current status of adult learning in training practice throughout the nation, trainers will be intrigued enough to seek to expand their knowledge and understanding of how adults learn, and stimulated enough to create new and innovative training approaches that take into account the complexity and diversity of the adult learners who participate.

Preparation of these documents has at some point involved virtually the entire staff of the Adult Learning Potential Institute, to whom I am most grateful. Heartfelt appreciation to Juanita Fletcher, Associate Director, for making this document a reality. Special recognition goes to Harvey Goldstein and John Kovach, Research Associates, who were instrumental in compiling the various states' profiles; deep gratitude to Terry Raffelt who wore two hats--as Research Secretary and Research Assistant--and without whose assistance those compilations would have been impossible to complete; many thanks to Joseph Quiroli who with painstaking precision conducted the higher education survey. For their skillful work in producing successive versions of the document, heartfelt gratitude also goes to Marjorie Lambert, Office Manager, who kept it (and us as well) all together, and to Jeanetta Bruce, Research Secretary, for her good humor and tenacious perseverance to complete the task at hand.

Winifred I. Warnat
September, 1980

## Introduction

Throughout the Nation in various segments of the education-work arena, considerable activity is taking place to incorporate adult learning into training practices. For our purposes, two areas--the States and higher education--were selected for indepth examination. Current Trends and Practices in Adult Learning presents an overview of the range of involvement in adult-learning-related trends, policies, and programs among seven states; and an analysis of the programmatic efforts related to adult learning by 807 institutions of higher education. Its intent is to provide educators involved with training with a sense of the extent of current activities, the gaps which exist, and new directions being taken. It also serves as a resource document useful for program development, especially where the training of trainers is concerned.

Current Trends and Practices in Adult Learning consists of two sections, each summarizing the results of extensive surveys pertaining to training programs for special adult learner populations. Part I provides profiles on the involvement of seven, specially-selected states in adult learning activities that encompass programs offered in adult, bilingual, vocational, and continuing education, with special attention given to related inservice training practices. Part II gives a nation-wide overview of programs offered by higher education in five selected areas of training that include Adult and Continuing Education, Recreation and Leisure, Gerontology and Aging, Human Resources/Services, and Community Studies.

# STATES INVOLVEMENT IN ADULT LEARNING

## Abbreviations of Key Terms

Abbreviations of three key terms representing major programmatic thrusts throughout the states are used throughout the various state's profiles. They are

ABE--representing Adult Basic Education programs

ESL--representing English as a Second Language programs

GED--representing the General Education Diploma or high school equivalency program

## Summary of States Profiles

In a recent issue of Change, George Bonham cites statistics that point up contradictions and anomalies that exist related to the education of adults in the United States. Bonham states that 60 million adults now find themselves in some kind of educational setting--46 million of them outside of formal school and college systems; 40 million are reported to be undergoing a career transition at any moment of time. Over 17 billion dollars in educational benefits are available to adults but only a small fraction of the money is being utilized. Business and industry alone spend 10 billion dollars annually on training and upgrading. Yet, 65 million Americans lack college degrees, while 12 million professionals require regular inservice education. These figures present a challenge to state educational planners, state legislatures, state funding agencies, and to the Nation as a whole, for despite the advances made in the field of adult learning, the needs of adults in this area are not being met.

In order to achieve a clearer idea of the educational trends and practices in adult learning in America, seven states were selected for a survey of adult educational policies, priorities, and programs. Selection was based on these representational critera

1. geographical location
2. urban/rural population
3. minority population
   (Black, Native American, Asian, Hispanic)
4. percent of older Americans

Below is a listing of the states selected and the reason for the selection.

California - minority population (Asian, Hispanic)
Florida - rural; aged; minority (Black, Hispanic)
Massachusetts - rural; migrant; minority (Hispanic)
Michigan - industrial, urban
Montanta - rural; minority (Native American)
New York - urban; minority (Black, Hispanic)
Texas - urban; rural; minority (Native American, Hispanic)

The summary of each state profile gives information that include

1. An overview of the state's activities in major adult learning areas. (Bilingual, Vocational, Adult and Continuing Education)*
2. A synopsis of state operated services to target groups.
3. Participation trends.
4. Contact personnel
5. A listing of institutions of higher education and delivery of services
6. Inservice thrusts
7. Community programs and projects
8. Allocation of federal funds for the programs mentioned
9. Program priorities as specified by state plans

By way of background commentary: a review of state policies, plans and activities in the area of extended or lifespan learning, requires the review of a large variety of educational programs that are initiated and funded in a particular state. These programs may include adult and continuing education programs, extension programs, basic literacy programs, outreach and off-campus programs, as well as external degree programs. State plans are also included in a review and they are as diverse as the programs. They include three-year state plans; plans that are primarily geared toward a specific target such as the elderly, the unemployed, and the functionally illiterate.

The major portion of state plans often deal with how particular states approach the basic problem of educating those populations while operating from a deficit model. In other words, due to exigencies, planners may remediate perceived weaknesses rather than emphasize opportunities for growth. It often happens that when states, whose major activity is post-secondary planning, undertake a policy of research and delivery of services, they are mainly concerned with identification of the adult students who will be served.

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*Reported activities in Continuing Education vary from state to state, depending upon the information supplied by that state.

Patricia Cross (1976) identifies two types of adult students.

- .those who are educationally at a disadvantage in the sense that they need help with basic skills, motivation, and guidance on how to be successful in the educational system
- .those who have been successful in the past.

Cross contends that these latter students "tend to be the achievement oriented, independent types whose primary educational needs are for schedules, curricula, and instruction appropriate to their maturity and adult responsibilities."

While populations addressed by the state plans are primarily those populations that are unprepared educationally for postsecondary study, states do have a commitment to address both the undereducated and the educated adult populations. Norman Kurland, Executive Director of Adult Learning Service for the State of New York, believes that in either case, both adult populations share a commonality. In a paper prepared to serve as the basis for discussion of issues and alternatives for higher education in New York State, Kurland states that both populations have been away from formal study for a period of time; both lack some degree of confidence in an educational setting; both bring a wealth of life experience to education programs; both expect to be treated as adults; both have a fear of repeating past school failures; and both are impatient with irrelevancies in their study.

The process for the development of the states profiles summarized in this document necessitate contact with the following major sources. The types of information the sources provide is included.

| | |
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| State Department of Education | .Identification of agency officials and their areas of responsibility.<br>.Organizational flow charts<br>.Research activity and data<br>.Priorities of state operated programs, their objectives and demographic data<br>.Explanation of funding from national to state to local levels. |
| National Associations and Private Interest Groups | .Network of Organizational contacts for each state<br>.Programs which represent what they perceive to best address their needs.<br>.Innovative research being conducted in their specific areas of concentration. |
| State Representatives in Washington, D. C. -- these include the state governor's liaison office and congressional staff assigned to educational issues in legislation. | .People in stage agencies who were contacted for specific questions.<br>.New changes in state operating procedures as per educational legislation. |
| National Institutes and Clearinghouses | .Location, description of current grant projects related to interests.<br>.Directories of government sponsored programs.<br>.Listing of higher education institutions. |
| Dr. Gerald Randall<br>Adult Education Field Services<br>U. S. Office of Education<br>ROB 3 (GSA Building), Room 5067<br>7th and D Streets, S. W.<br>Phone: (202) 245-9760 | .Has on file all state three year program plans for adult education. (The primary data source for the profiles) |
| Institute of Lifetime Learning<br>Phone (202) 872-4800 | .Listings of all institutions of higher education by state |
| Adell Catalog of Adult Education Projects | .Listing of all state 309 projects |
| National Advisory Council on Adult Education, Adult Education: Survey of State Support, 1977 | .Accounting of state and federal support for state ABE/SAE programs. Organization charts for state education departments. |

These summaries of state profiles are of key value in that they provide an overview of the existing policies, training practices, trends, and programs related to adult learning across the country. In this respect, they have the potential value of serving as a pilot for the compilation of a profile for each of the remaining forty-three states in order to gain a more comprehensive view.

Although the summaries contain information specific to each of the selected states, several general observations can be derived, such as identification of the most commonly perceived needs of adults; identification of the most commonly selected target population for training; an analysis of target participation; and delineation of certain similarities in programs among the selected states. These observations follow.

1. The remediation of basic skills is identified as the main area of need among the adult population in each of the seven states.
2. Whether rural or urban, migrant or minority, the undereducated adult was selected as a primary target population in each state.
3. The Basic Educational Attainment (BEA) program was selected as the program for main emphasis by each state.
4. Each state reported a comparatively low percentage of participation by the target population in the BEA program, when that population is compared to the percentage of adults showing a need for the service.
5. Each of the seven states, having large populations of minorities, have targeted these populations and installed special programs to serve their needs (such as bilingual education), but report low participation levels.
6. In each of the training programs, females are reported as having the largest percentage of participation in six states: Florida, Massachusetts, Michigan, Montana, New York, and Texas. The one exception is California's migrant program, where the larger percentage (56%) of the participants is male, and the smaller percentage is female.

7. Six of the seven states reported the existence of inservice and staff development programs for adult educators involved in their state supported adult learning programs. Montana was the exception.

Summaires of the seven state profiles are provided to determine the extent and kind of involvement that exists in each.

## California

The information contained in the California State Profile was derived from materials provided by the California State Department of Education, and from statistical documents from both public and private sources. Although the state's priorities largely emphasize Adult Basic Education (ABE), a general indication of the broad scope of projects and programs provided by the state of California for all citizens above compulsory school age is given. The California Three Year State Plan 1979-82 and monographs developed by the Department of Education were particularly useful in developing the Profile.

California, in the planning process for its adult education Three Year State Plan for Adult Education Services recognized that societal and technological change require that educational programs be adaptable and frequently updated. The plan recognizes that adult learners participate voluntarily in the educational process because of a motivating force in their lives and not because of compulsory attendance requirements. It has sought to meet their needs through programs which provide alternative learning modalities. Adult education programs provide adults low cost instruction services in their areas of vocational training, citizenship, English as a second language, adult basic skills, high school completions, and competency-based skills for the handicapped.

The stated purpose for the California Three Year Plan from 1979-82 is to expand educational opportunities for adults and encourage the establishment of programs in adult education that will (1) enable adults to acquire basic skills necessary to function in society, (2) enable adults to continue their education to the level of completion in secondary school, and (3) make available to adults a means to secure training that will enable them to become more employable, productive and responsible.

The State Department of Education is the agency which provides the delivery of services for ABE in California. Programs are currently designed to meet the needs of those learners who lack basic skills and functional competency. Reading, writing, speaking, listening, and computations are skills which are crucial to adults as consumers, workers, family members, and users of services. The focus of ABE has been toward the preparation of participants for job readiness, and ultimately economic and social independence.

Demographers for the California State Department of Finance who reported on population trends in the state indicated that significant population increases would take place by 1980. The population increases are reflected mainly in the urban counties of Orange, Los Angeles, Riverside, San Diego, San Bernardino, and Ventura. Thus, the greatest need for education will exist in urban areas although there will be some significant rural representation in the new population.

The state plan for California reports that there is no reliable data available to show the level of literacy or need for basic education in rural areas. California is a major agricultural producer in the United States. Much of agricultural production requires seasonal assistance. Consequently, migrant education is a major component of elementary and secondary compensatory programs in California. Adult needs are significant, and many programs have been piloted which are to be utilized with adult migrant farmworker populations. This adult student target group may be as great as 50 to 75 thousand.

Needs

There are two instructional programs in operation in the California ABE program. One comes about through the Adult Basic Education Act and the other is supported by state and local funding. The number of adult students served by the federal program in 1977 grew to 282,241, while the number of adults in state and local

programs was 339,766. The total number of adult learners being served in 1977 was over .3 million.

The significant influx of people into the urban core and the increasing number of persons with limited English speaking ability contribute to the expanding adult basic education need. There are significant numbers of Asian Americans and Spanish surnamed adults in adult basic education classes. A study of California ABE is conducted each year. For the past year, California's adult education program conducted a statewide assessment of all adult competencies and needs. The reason for needs assessment is the most critical aspect of the whole planning process. The California State Department of Education, in its publication A Leadership Monograph: Needs Assessment in Adult Education Programs, outlines the process undertaken by the California adult education system in conducting needs assessments for targeted populations.

Targeted Populations

Older Californians, those over 60 years of age are a growing target population in California. In 1975, 218 million persons were over 60. In 1980, this is projected to be approximately 3.2 million. Persons in the age category of 60 and over presently comprise 14 percent of the total population of California. The immigrant population of California, composed primarily of Indochinese, are a group which numbers nearly 100,000, Sixty thousand are adults, of which one-third are not presently literate in English.

The Native American population presently numbers approximately 20,000 in the San Francisco Bay area, with a similar number in Los Angeles. These are the two largest concentrations of Native Americans in California. Native Americans represent an underserved population since only approximately 1,100 are enrolled in 250,000 total enrollment in programs.

Institutional students, those in penal institutions, juvenile camps and state hospitals, represent an adult basic student population of five to ten thousand. The Department of Corrections and California Youth Authority see great potential for participation in ABE programs.

Handicapped adults also are a target group of which there are known to be at least 8,000 potential students in the 18 to 21 age category. Other statistics would point to an estimated 6,000 potential adult basic education students in the 18 to 25 age group. A significant number beyond 25 years of age are also eligible.

Urban regions indicated an approximate unemployment rate of 8 percent in January 1978. Statistics for the state of California indicate a potentially great need for adult basic education to service the urban unemployed.

Inservice

The Office of Staff Development was created by the state legislature in 1977 to conduct a three year project which would be charged with providing leadership for policies and staff development. Every major program administered by the State, which includes bilingual, special educational, vocational, and the like addresses staff development as a priority. The common element in all education programs administered by the State is the community involvement component in planning designed around district and local building goals and objectives.

According to a report issued by Feistritzer Associates, Inc. entitled The 1980 Report on Educational Personnel Development, the state of California has a number of mandated curriculum areas, and with new requirements coupled with staff shifts related to enrollment changes and the impact of Proposition 13, have increased the emphasis on staff development. The state provides a variety of centers to help improve local staff development activities. More than seventy state and federal school improvement and staff development programs exist in

California. Although these centers differ in the way they are organized, and in their specific responsibilities, and funding; they do provide activities, resources, and material to the local staff development thrust.

Participation Analysis

Of the 252,710 participants in California's adult basic and secondary education programs, approximately 56 percent were male and 44 percent were female. The greatest age group composition was seen in the 16-44 age range, which comprised 85 percent of the enrollment. In California, almost 80 percent of the participants belong to three major minority groups. The participation by blacks numbered approximately 5 percent, Asian Americans approximately 21 percent of the total, and Hispanics numbered approximately 57 percent of the total population participating in adult basic and secondary education programs.

Of the total of 123,913 separations from these programs, the highest single category was for unknown reasons. Other reasons for cessation included taking a job, entering another training program, meeting personal objectives, health problems, transportation problems, family problems, and taking another job, in that order.

Conclusion

In years to come, the adult population that the state of California seeks to serve will grow, and the community education base of the adult education program should serve as a focal point for the delivery of a variety of services. As illustrated in this state profile, the greatest need exists in urban areas in the acculturation of Asian Americans and the state's sizeable migrant population. Migrant workers as well as a sizeable Hispanic population create additional demands on the adult education system.

The passage of Proposition 13 in June 1978 is a challenge to the state, but it is unwise to view the legislation in purely negative terms. In forcing the state to rethink existing programs while developing new ones within its new financial constraints, Proposition 13 could in fact

prove a positive impetus for adult education programs in California. The "Goals for 1980" established by the Department of Education Task Force in 1973 have largely been realized; the goals for the future seem oriented toward realistic programs, based on projections of population expansion and change.

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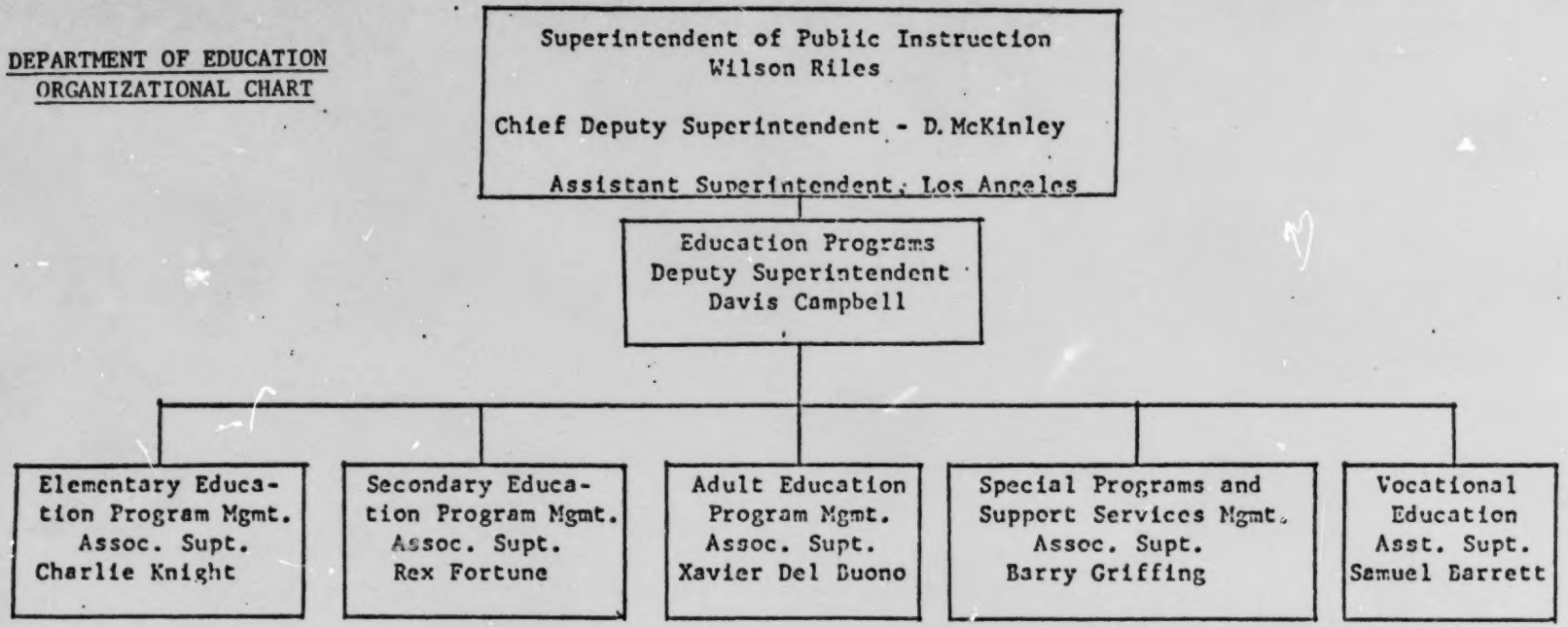


- Elementary Education Program Planning and Development
- Elementary Program Field Services
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- Program Compliance Review
- Compensatory Education
- Right-to-Read

- Secondary Education Program Planning and Development
- Secondary Education Field Services--North and South
- Curriculum Services and Support Services
- Curriculum Frameworks and Instructional Materials Section

- Adult Education Program Planning and Development
- Adult Program Field Services
- Office of Private Postsecondary Education

- Child Development
- Information/ Program Dissemination
- Special Education
- Support Services and Bilingual-Bicultural Education

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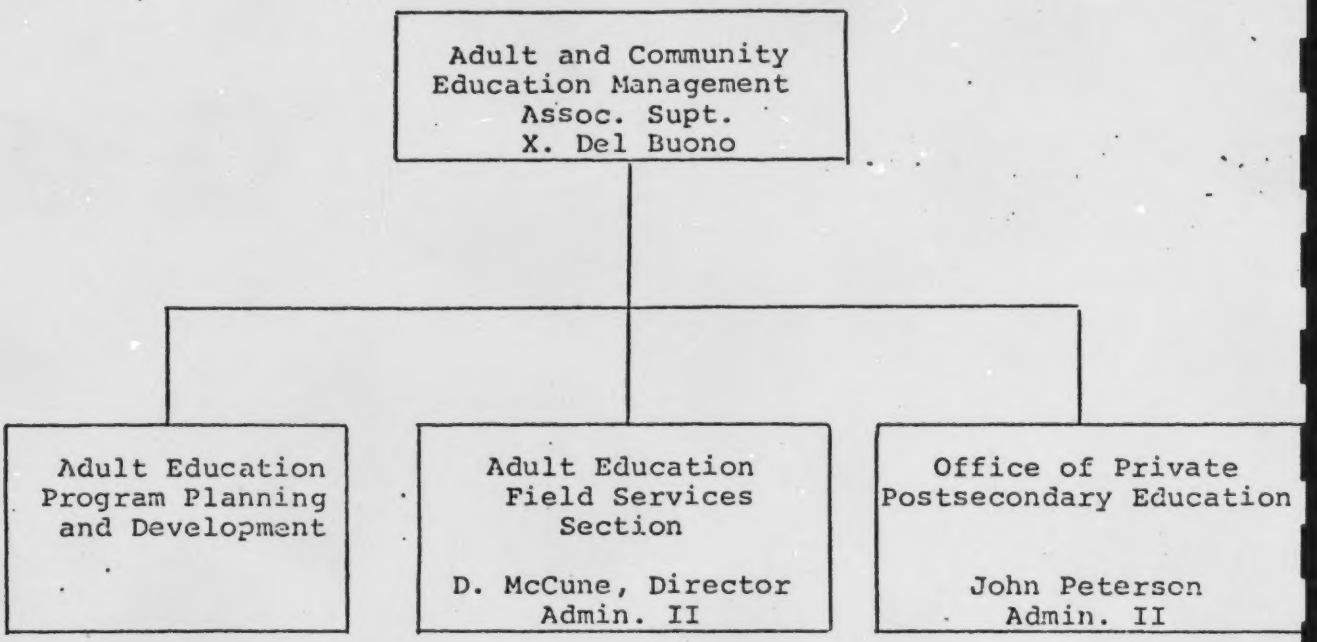
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## Florida

The Florida State Profile is based on the Annual Report of the Commissioner of Education, on Florida's Annual Program Plan for Adult Education 1978-79, and on the Program Plan for Adult Education 1980-82. The state's adult population is both proportionately older and larger than average, and the needs of that population continue to grow. Also, the acculturation and education of Cuban refugees, whose mass migration to the state goes on at the time of this writing, could have significant impact on the assumptions made here.

The annual report of the Commissioner of Education in March of 1979 listed approximately 1,555,000 learners, age 18 and above in various post-secondary degree programs in Florida. More than one-third (37 percent) of those receiving high school diplomas were adults. The state currently has 210 adult education centers giving out-of-school adults opportunities to complete elementary or secondary education. Two-thirds of these adults graduated by satisfying course credit requirements; one-third received State of Florida high school diplomas by taking an examination.

Florida is highly dependent upon community colleges that are serving adult populations. According to 1979 statistics, twenty-eight community college centers operated by district school systems, fourteen community colleges serve as area vocational technical centers. Eight serve as adult education centers, twenty-four offer non-degree courses focusing on community and individual needs. The state university system has nine universities that provide professional colleges, five universities have four year undergraduate and graduate programs, and four universities have upward division and graduate programs only.

The 1.5 million people who participated in postsecondary education programs in the state represent approximately one-fifth of the adults aged 18 and over. Florida points out that some roles played by postsecondary education institutions cannot be appropriately assessed by the number of

students they serve. For example, in research at universities, public service for the state is difficult to assess in terms of hours served per student. Of the total 1.5 million people in postsecondary programs in 1979, 341,000 or 22 percent are in continuing education programs; 402,000 or 26 percent are in vocational programs; and close to 360,000 or 24 percent are in adult elementary and secondary programs. The remaining 28 percent are those in lower level undergraduate and upper level graduate degree programs.

Vocational

Trends in enrollment in post public and secondary education programs, not including those in adult and continuing education clearly show that Florida's needs will be in the vocational realm. During 1977-1978 over 74,000 people completed job oriented vocational programs. Approximately 55 percent of these completions (40,933) were at the secondary level; 45 percent (33,352) were completions of postsecondary programs. Of all the vocational students completing programs during 1976-77:

- .40 percent were employed in the field in which they were trained;
- .20 percent had other employment;
- .32 percent were continuing their education or were not available for employment; and
- .8 percent were unemployed.

Inservice

As has been the policy for the last ten years, the sixty-two state supported teacher education centers will be an integral mechanism in the staff development delivery system. The state supported teacher education centers are part of the Master-in-Service program in Florida. Staff development activities will continue to be documented by the district; reviewed and approved by the Department of Education.

In light of the recent state legislation and rules, an important new element has been added to the program. Beginning in fiscal year

1979, each school district will contribute information into computerized data banks. That will hopefully assist the State Department of Education, legislature, and districts in planning and decision making. Typical of the kinds of data that will be collected will be numbers, hours, and types of personnel, as well as expenditures for all inservice activities. The data will be reported in October of 1981 and are expected to provide a knowledge base that has heretofore been unavailable to the state.

Presently the prime source of revenue for each district is based on each full time student equivalency identified for inservice education. Other resources are provided for the teacher education system to the state universities. The state education agency coordinates efforts to provide inservice and preservice training for both professional and paraprofessional personnel. Staff development for adult education personnel focuses on performance based training that is received from either local programs, univeristies, and the State Department of Education.

Inservice training is seen as a vital component of the adult education program. Administrators are urged to provide all personnel employees with the opportunity to participate in at least six clock hours of inservice training during the program year. Anybody working or teaching in Florida adult education programs under the Florida State Department of Education is eligible to apply for or be served by teacher training monies.

309 Projects

The 309 projects funded through the years 1977-78 in Florida focus primarily on ABE training for participants, as well as some ABE training for staff. A small portion of the funds were allocated for ABE curriculum development. These 309 projects in 1978-79 showed a trend towards more administrative training for executive managers. Therefore, far greater participation was seen in workshops, training, job readiness, counseling, organizational facilitation, and outreach.

Total funds for 309 projects to the state of Florida for the 1978-79 fiscal year totaled $377,938.

Participation Analysis

Of the total 339,058 participants in adult basic and secondary education in Florida, 42 percent were male; 58 percent were female. The participants tended to cluster in the 16 to 44 age bracket, with 74 percent in that age group. There were 17 percent in the 44 to 65 age bracket, and only 9 percent were 65 and over. It should be noted that in Florida, where the population above 65 is significant, that this represents a very low percentage of participation.

Approximately 19 percent of participants in adult basic and secondary education programs were black. The proportion of male to female was approximately the same as for the total population. The participation of blacks was almost totally in the 16-44 age bracket.

Hispanics, who also comprise a significant population in Florida, total 56,951, approximately 16 percent of the total participations in these programs in Florida. These figures do no reflect the influx of Hispanics fleeing Cuba in mid 1980. The state's ABE and ESL programs will undoubtedly undergo modifications to meet the need of that substantial new population.

It is significant that the number of separations from adult education programs ranked in order were:

1. unknown reasons (42,781)
2. participants had met personal objectives
3. left to take a job
4. separated for lack of interest
5. left to take a better job/left to enter other training
6. left because of health problems

Child care problems, transportation problems, family problems, and class time schedules were significantly lower than the other ranked separations. The single most important achievement of participants from ABE and secondary education programs was the eighth grade diploma

with 36,700 obtaining one.

Program Priorities

The state program priorities, according to the Florida State Three Year Plan are to serve adults who are functioning at the fourth grade level and below, and thereafter to service those persons functioning at grade levels 5 to 8, and 9 to 12, in respective order.

Another program priority is bilingual education for the large segment of non-English speaking adults in Florida. The programs and courses in ESL continue to emerge as high priority. There is also special emphasis given to recruiting students from rural and urban areas that have high rates of unemployment. Another stated priority will be to focus on building capabilities into programs at all levels--state, community, and district--that will enhance and promote adult education as a lifelong learning opportunity.

An additional priority is to provide educational opportunities for all adults who have received high school certificates of completion. It should be stated that priorities, goals, and objectives are derived as a result of needs assessments and evaluations conducted by the state.

Targeted Populations

According to the state plan, Florida approaches certain categories of adults as being more difficult and more costly to educate than the so-called average adult. Special populations addressed by both state and local programs are the elderly, Native Americans, Indochinese refugees, and migrants.

Section 11 of the Adult Education Act authorized special projects for the elderly. According to the Annual Report of the Commissioner of Education of the State of Florida, Focus on Public Education in Florida, issued in March 1979, Florida's adult population is older than that of the nation as a whole, and keeps getting older. While people of all ages move to Florida, many new residents are in the older age bracket. As a

result, only 20 percent of the population in the state is in the age group 5-17, as opposed to an average of 22.7 percent for the nation. Approximately 17 percent of the population is 65 or older, compared with approximately 11 percent for the nation as a whole. Thus Florida's unique age composition, along with the population growth, has resulted in demands for education that are somewhat different than in other states. The report says that one consequence of these demographics is that a larger than average outlay of funds for additional facilities for elementary, secondary and postsecondary levels has occured, as well as an increasing demand for programs for adults.

The state plan addresses the particular difficulties of special populations such as Native Americans, refugees and migrants by quoting the sections of the Adult Education Act that apply. There is no specific information provided in the plan that outlines the programs that may be designed to meet the special needs of these populations. However, certain groups of citizens that do not have ready access to such educational learning opportunities are addressed in the aforementioned focus on public education in Florida manual. Special provisions are made to bring educational experience to residents of retardation training centers, juvenile offenders, and prisoners.

Specifically, correctional institutions during 1977 in Florida enrolled 6,000 full-time equivalent students. 3,700 were in academic programs, and 2,300 were in vocational programs. Additionally, 1,400 inmates received instruction at the community college level. Also, 1,011 inmates received state of Florida high school diplomas, and 1,644 received vocational certificates. Through its Department of Health and Rehabilitative Services, Florida dispensed special education programs to the division of youth services, with approximately 1,000 juvenile offenders receiving these services outside the public schools.

Estimates for the retardation division indicate approximately 2,000 of the less severely retarded received educational services

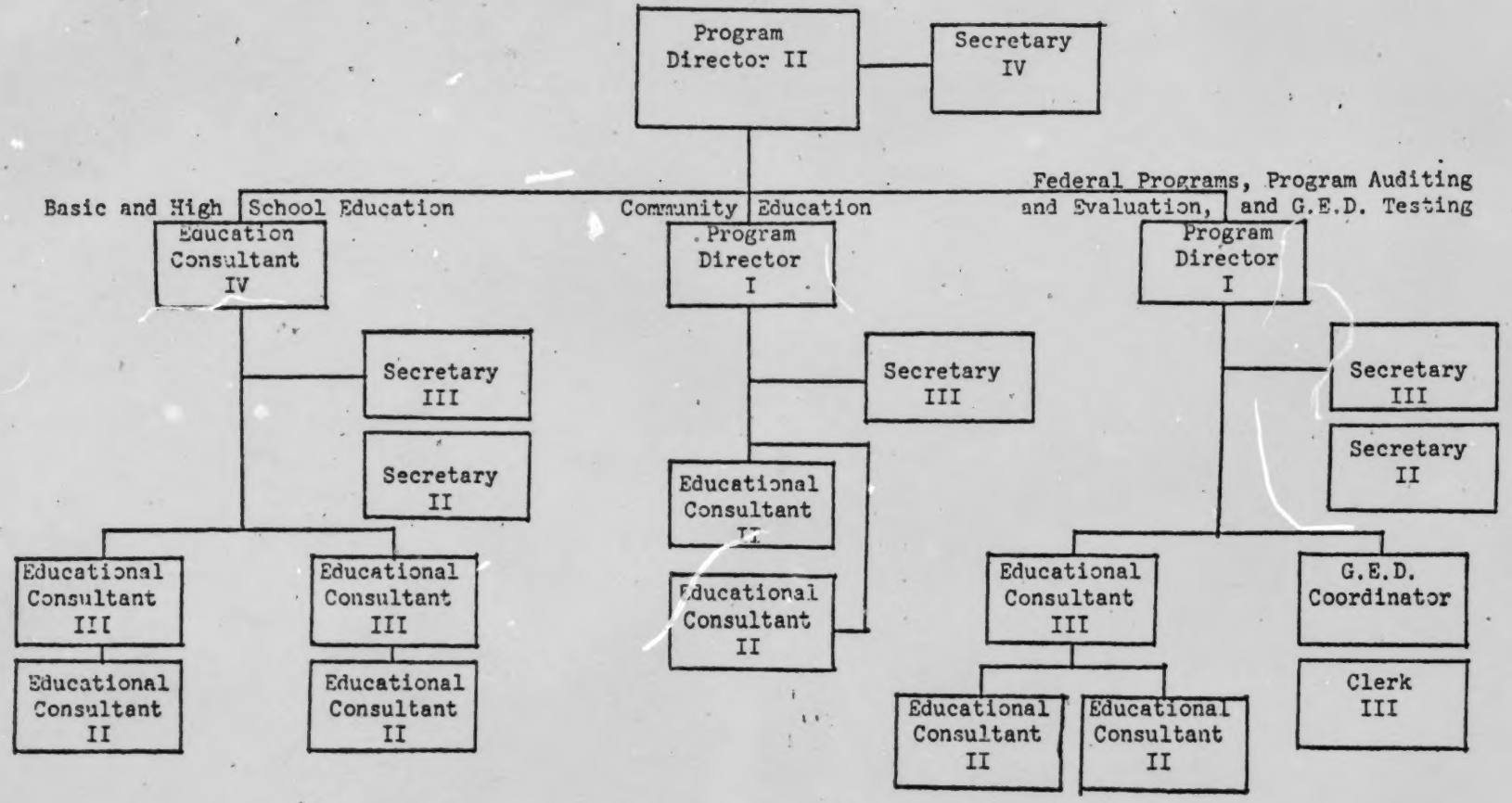
while living at community based and sheltered living facilities. Florida also lists blind services, public broadcasting, libraries, and independent educational institutions as other resources for adult educational opportunity and learning experience.

Florida currently has about 100 degree granting independent colleges and universities and 180 licensed vocational, technical and trade business schools.

Conclusion

The elderly population will continue to grow. According to the Annual Report of the Florida Commissioner of Education, 1990 the 55 and older age group will be almost double the size of the school age population. Changes in demographics are also affected substantially by the influx of immigrant and migrant populations to Florida in ever increasing numbers. Keeping in mind the goals of basic education, general education, and vocational competency, the state must face a two-sided challenge. First, it must strive to hold on to existing programs despite economic vicissitudes, and second, must accomodate the needs of its changing adult learner population.

DIVISION OF PUBLIC SCHOOLS
BUREAU OF CURRICULUM SERVICES
ADULT AND COMMUNITY EDUCATION



## Massachusetts

The Massachusetts State Profile provides a descriptive inventory of various programs and services directed toward adult learning education in Massachusetts. Adults are defined as those persons over the age of compulsory school attendance. Massachusetts has sponsored programs for adults through local school districts since the turn of the century. The data and information used to compile this profile was obtained from officials in the Massachusetts State Department of Education and from the Commonwealth of Massachusetts Three Year Program Plan for Adult Education. Also especially useful were materials provided by George Nolfi, President of University Consultants in Cambridge, Massachusetts.

### History

The Bureau of Adult Services in the State Department of Education is responsible for managing federal funds available for ABE. With the enactment of Public Law 91-230 in 1974, federal funds have been available to local educational agencies and others through the State Education Agency to provide education services to adults 16 years of age or older. Initially, funds were approriated for ABE programs servicing those up to and including eighth grade educational level. The Adult Education Act of 1974 made funds available for programs of secondary equivalency or for a certificate of graduation from a secondary school. However, the annual expenditure of funds available for adult secondary education cannot exceed 20 percent of the total annual allotment of federal funds granted to the states.

The picture of enrollments in education programs is scattered through an assortment of state and federal programs' names and numbers. However, these programs can be categorized into three broad categories: basic educational attainment, work related training, and general interest instruction. A brief description of each category follows in a discussion of current programs.

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Current Programs

(1) Basic Educational Attainment. Basic educational attainment is a category of adult learning concerned with mastery of subject matter up to a twelfth grade level including GED preparation and life-coping skills. In Massachusetts, two kinds of programs are offered: citizenship and academic.

a. Program for Citizenship Training. The need for American citizenship training in Massachusetts will continue at a high level, with need apparently far outweighing the current service level. Since 1970, the number of immigrants coming into the state has remained roughly at 12,500 per year. The number of persons receiving citizenship each year remains roughly at 5,500 persons per year. Therefore, more than half or an additional 7,00 persons each year are being added to the pool of those who have not acquired citizenship.

Citizenship programs offered through local school districts are the largest single provider of this educational service. Enrollments have remained constant at 4,000 per year, concentrated in the urban areas where the need is greatest. However, more than twice that number are potentially in need of the program. Current state policy towards these programs is somewhat unclear. On one hand, state law requires school districts to operate citizenship programs when twenty or more persons over 18 years old in any city or town request the program. On the other hand, the State Department of Education has not taken any administrative responsibility for regulation of these programs in recent years. Programs in operation today are more likely the result of tradition and/or local initiative than familiarity with the state law.

Table 1

TOTAL PARTICIPATION IN ADULT EDUCATION PROGRAMS

SPONSORED BY THE DEPARTMENT OF EDUCATION, 1977

| | FEDERAL | STATE | TOTAL |
|---|---|---|---|
| Basic Educational Attainment | | | |
| Adult Basic Education | 14,301 | | 14,301 |
| Adult Citizenship | | 3,975 | 3,975 |
| Adult Evening High School | | 16,500 | 16,500 |
| Total | 14,301 | 20,475 | 34,776 |
| Work-Related Training | | | |
| Post-secondary (Occupational Day) | 18,000* | 4,000 | 22,000 |
| Adult Occupational Evening | 16,000* | 14,000 | 30,000 |
| C.E.T.A. | 1,627 | | 1,627 |
| Total | 35,627 | 18,000 | 53,627 |
| General Interest Education | | | |
| Adult Evening Practical Arts | | 61,700** | 61,700 |
| Other Adult Education | | 92,000 | 92,000 |
| Adult Consumer and Homemaking (Non-Occupational) | 5,000 | | 5,000 |
| Total | 5,000 | 153,700 | 158,700 |

*Includes community college enrollments and private school enrollments.

**Some of these may be work related enrollments and cannot be identified by specific program area.

b. Program for Academic Instruction. The need for academic instruction in basic skills through the high school level is increasing with each year. In Massachusetts as in the nation, unemployment rates are twice as high for persons without a diploma as with one. Job requirements are increasing rapidly as more and more individuals receive higher levels of education. The number of Massachusetts residents without a diploma is 1.4 million. Stated another way, one-third of the adult population over the age of 20 has not completed high school. The federally sponsored Adult Education Act targets its program toward those adults with less than an eighth grade education. These programs reach approximately 14,300 persons each year or 2 percent of the adults who could benefit from the program.

The state's most visible role in academic training for adults has been through the GED testing and certifying program. Over 6,000 persons receive this certificate every year, and the State Board is the sole administrator for this program.

Beyond this, state policy resembles the policy for citizenship programs. The law requires that cities and towns of at least 50,000 residents operate an evening high school when at least fifty persons 16 years of age or older request the program. Of twenty-two districts with populations of at least 50,000, fifteen, or two-thirds, currently offer evening high school programs.

Enrollments in these programs, however, are very small compared to the apparent need. Only 16,500 persons are reported enrolled in evening high school programs or 2.5 percent of those without a diploma.

(2) Work-Related Programs. There is no doubt that there is a tremendous need for work-related programs for adults in Massachusetts. Unemployment rates are high and currently rising. Also, employed persons face constant and continued changing technology which requires periodic retraining and recertification of skills.

The federal government and the State Department of Education have traditionally encouraged work-related programs for adults. Federal support is reflected in the Federal Vocational Education Act and state support through post-secondary day and adult occupational evening programs. Together, these programs enroll as many as 52,000 persons. Through CETA another 1,600 adults are receiving some form of service each year. It should be noted, however, that only a small part of the state-aided training occurs in local school districts and these programs affect only about 18,000 adults.

(3) General Educational Enrichment. The need for general educational enrichment and recreation is defined by the individual. In our changing society, with increased leisure time, greater numbers of individuals are seen seeking a range of courses from flower arranging to parent effectiveness training. These programs are offered by a myriad of providers, especially by the higher education community through continuing education programs.

The federal government sponsors one type of general interest courses in its consumer and homemaking program as part of the federal Vocational Education Act. Approximately 5,000 adults participate yearly in this program in Massachusetts. Enrollments in local school districts, with state support, have risen to more than 150,000 adults in school year 1976-77; 60,000 were registered in adult evening practical arts courses (which were mainly consumer and homemaking) and 90,000 in all other adult courses. This Program of General Interest Courses is the largest of all state sponsored programs.

Organization and Management

All adult education programs are administered by the Curriculum and Instruction Division of the Board of Education. Within this division, adult education programs fall directly under the auspices of the Director of the Bureau of Adult Education and Extended Services.

The purpose of the Massachusetts Board of Education Adult Education Program, founded by the Adult Education Act as amended, is to provide and expand the educational opportunities and to encourage the establishement of programs of adult eudcation that will enable those adults 16 years of age or older to continue their education to the functional level equivalent to the completion of secondary school and make available to them the means to secure training that will enable them to become more employable, productive and responsible citizens.

The emphasis on adult education in Massachusetts seems to be directed toward remedial basic skills programs and basic training projects. The two main priorities of state instructional programs are: 1) to provide basic education and life-coping skills for least educated adults, particularly residents or rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills and institutionalized adults; and 2) to increase public awareness of the availablity of adult educational services thereby increasing services and adult participation.

Related to these priorities, the Board of Education has outlined three major goals and included a listing of activities to be pursued germane to each goal. These goals and the related activities follow below:

Goal #1

To support, maintain and improve community-based learning centers.

1. Increase over the next three years by ten percent (10%) the number of community-based learning centers.

2. Conduct a statewide public information campaign on literacy through various public information systems.

3. Encourage the development of local recruiting processes aimed at reaching the least educated adults most in need of services through the support of local recruiters.

4. Improve information dissemination through the development and publication of a monthly newsletter.

Goal #2

To improve the quality of educational services delivered to those adults most in need of services.

1. Provide support for research and evaluation on the effectiveness of adult basic education programs.

2. Provide support for the research and evaluation of adult basic education instructional methods and materials, particularly as they relate to the needs of the least educated adult.

3. Expend at least 80 percent of instructional program funds on services for the least educated segment of the adult population (i.e., those functioning below the eighth grade level).

4. Encourage local learning centers to provide programming in general work skills and occupational knowledge.

5. Require an internal evaluation of all local programs through the use of the local advisory councils.

6. Monitor programs funded under the Adult Education Act at least twice during each fiscal year of operation and continue to provide technical assistance to such programs.

7. Require quarterly financial and programmatic reports from local programs.

8. Coordinate two statewide adult education meetings each fiscal year.

9. Coordinate a series of regional meetings each fiscal year.

10. Work toward the final approval by the State Board of Education for a legislative package for adult education and a position paper of the State Board of Education on Adult Learning in Massachusetts.

11. Support the development of an external diploma program.

12. Continue to develop linkages for coordination with other state and local programs including reading improvement, community schools, consumer education and bilingual programs.

Goal #3

To maintain and improve teacher training acitivites.

1. Support the provision of staff development through accredited programs at institutions of higher education.

2. Support through a local learning center the development of a task force in each educational region to determine staff development priorities and coordinate such services.

3. Develop statewide certification standards for adult educators.

Objectives

The Board of Education recognizes the many diverse methods and systems that are currently delivering adult education services. The Board of Education also recognizes the need to consolidate and promote collaboration in the delivery of services so that duplication is minimal. The following recommendations were derived to assist the Department and other agencies involved in adult education in addressing both the delivery of services and the need for collaboration and consolidation of adult education programs and services:

(1) To identify and anticipate educational needs capable of being satisfied through adult education programs;

(2) To make full use of existing educational facilities;

(3) To make the necessary long-term investments for development of adult education, in particular, the professional education of planners, administrators and training personnel to assist in the development of educational strategies suitable for adults;

(4) To compile and disseminate statistical and other information on the strategies, structure, content, methods and results, both quantitative and qualitative, of adult education;

(5) To plan in cooperation with other organizations and institutions specifically concerned with adult education, including the public higher education system, private schools, cultural and scientific establishments, libraries and museums. This planning effort should include input from other agencies not primarily concerned with adult education such as:

1) mass information bodies, the press, radio and television;
2) voluntary associations; community organizations;
3) families;
5) industrial and commercial firms which may contribute to the training of their employees;
6) educators, technicians or qualified experts on an individual basis;
7) the adult learners themselves;
8) human resources development systems.

If followed through in practice, these objectives should result in achieving several important primary goals of the Board of Education in Massachusetts. Programs designed to decrease the illiteracy rate in Massachusetts would be expanded and maintained as well as adult secondary education and GED preparation programs. The Board anticipates an increase in the numbers of non-English speaking adults in English as a Second Language (ESL) classes and hopes to provide Adult Basic Education (ABE) programs for institutionalized persons in the state. Last, the Board hopes to develop programs that promote active coordinating efforts between and among community/industry/business linkages.

Target Population

The state Adult Education Act has identified the following groups as priority populations:

.Residents in rural areas, residents in urban areas with high rates of unemployed, and those least educated who are most in need of services

.Adults with limited English language skills

.Institutionalized adults

.Adults in need of basic skills

.Adults in need of secondary school completion

.Adults in need of training to become more employable, older persons, and immigrants.

Disadvantaged Clientele. Disadvantaged clientele in Massachusetts are basically of one of three groups: 1) racial minorities which are classified by the Board of Education as blacks and English as a second language groups; 2) institutionalized persons further characterized as those chronically hospitalized, prison inmates and nursing home residents; and 3) special problem persons -- identified as high school drop outs, unemployed persons, the elderly, physically handicapped individuals, drug abusers and alcoholics. As a group, persons who are disadvantaged are generally low income and have had low previous education and/or high school preparation. They are recipients of some form of public assistance such as housing or vocational rehabilitation. They may be in need of ESL, or may be physically or emotionally disabled.

Disadvantaged clientele are identifed in order that their individual special group needs can be addressed. For example, 51 percent of the blacks in Massachusetts over the age of 25 have less than a high school diploma. The special needs and interests of this group of disadvantaged adults centers around financial support, commitment by the state to the education of blacks, outreach programs, community-based courses, remedial work and opportunities for advanced and professional degrees, high school diplomas and college degrees.

The commitment of the state of Massachusetts to education for racial minorities seems to be verbal rather than economic. This sentiment was expressed in a recent state report quoting from an interview dealing with education of blacks in Massachusetts: "The state should stop spending large amounts of money for consulting fees for studying blacks and other minorities, and appropriate that money spent

on research about them to their inner city high schools and colleges."*

There seems to be four major barriers to participation in present educational programs for minorities in Massachusetts. These barriers are: psychological, economic, transportation and the lack of commitment on the part of the state. School facilities in minority neighborhoods tend to be run-down and less than adequate. Transportation can also be critical--often it does not exist or the cost is prohibitive.

Last, as mentioned earlier, it has been suggested that a lack of commitment by the state, through inadequate allocation of sufficient resources, results in effective denial of education to racial minorities.

Adult Education Priorities, FY 1978-82

Long range plan. The long range program plan for the Bureau of Adult Services is to provide for all segments of the population an adult education system that will enable them to have the opportunity to reach a secondary level of education.

The federal funds granted Massachusetts under Title XIII of PL 95-561 provide the basis for establishing full-time and part-time learning centers. State legislation in 1980, if possible, will also bring to reality the goals of the Bureau of Adult Services listed earlier in this profile.

In FY 1980 through FY 1982, the state will address the three purposes of the Act as follows:

(1) To provide programs for adults 16 years or older that are not functioning on an eighth grade level. This will be accomplished by funding projects in order to provide the basic skills needed to function in society. Emphasis on grade levels 1-8 will use 80 percent

*In Nelson, Nolfi, Miller, Eaglin, "Identification and Recommendation of Target Clienteles for the Proposed Open University in Massachusetts," Cambridge: University Consultants, 1974.

of the federal funds, with the remaining 20 percent of the funds being used for secondary or equivalency programs.

These programs funded by the Bureau of Adult Services reach only one-third of the adult population in Massachusetts. The legislative package proposed, teamed with the federal funds will enable Massachusetts to reach a greater target population through FY 1981.

At the present rate of funding there are now seventeen full-time programs for a total of thirty-five ABE programs along with five special projects and one Teacher Training program.

It is the intenst of the Bureau of Adult Services to institute a 5 percent increase in the adult education programs available to students in FY 1980. In order to reach the needs indicated for FY 1981 and FY 1982, the Bureau has planned to increase programs by an additional 5 percent each year. This plan would result in a total of forty programs with related special projects being delivered to the population of Massachusetts by 1982.

(2) Adults interested in continuing their education will have counseling services available at all times to determine the need for secondary education or career training that does not require completion of a secondary education. A counselor is required in every full-time center to aid in determining educational or career needs for adults in the communities.

Part-time programs are encouraged to employ counselors at this time. During FY 1981 and FY 1982, a part-time counselor in the approved programs will be required.

(3) In FY 1981 the Bureau of Adult Services plans to address the need for work-related programs for adults. The high rate of unemployment and the need to prepare the unemployed contributes to a most urgent demand in this area. Along with work-related programs, the bureau will seek to expand the ABE projects and External Diploma program.

In FY 1980, 1981, and 1982 it is the intent of the Bureau of

Adult Services to expand the programs approved and continue to develop an efficient educational system by providing:

a. Educational and work-related program opportunities and the utilization of existing resources

b. Learning opportunities for adults that connect the world of work and that of learning.

c. Learning opportunities for adults who are underserved by education, especially the minorities, the poor and the elderly, and women. Special emphasis will be placed on meeting the needs of individuals with low levels of previous education (levels 1-4) and those who have become unemployed or underemployed due to technological change.

d. Referral, counseling and informational services for adult learners along with flexible schedules and individualized program planning. Consideration will be given to the constraints and commitments in planning Adult Education programs.

e. Programs that are designed to assist adults in developing skills and abilities to solve and forsee problems occurring in the guidance and upbringing of children.

Funding Allocations

The funding allocations for ABE in the state of Massachusetts are as follows for FY 1978-79:

| | |
|---|---|
| Federal | $2,151,668 |
| State | 462,203 |
| Local | 4,000,000 |

All of this funding is used to support Adult Basic Education (ABE) and Secondary Adult Education (SAE) programs. ABE programs are designed for the remediation of functionally illiterate persons to at least an eighth grade level.

When comparing the state budget for all public education to amounts spent on ABE/SAE programs (not including federal or local funds) it is seen that only 8 percent of the state public education budget is diverted to these special adult programs.

Community Education

The State Board of Education has recently reaffirmed its commitment to a continuing statewide Advisory Council on Community Education in development of community education in the Commonwealth. and to continue making timely recommendations to the Board on policy and legislative direction.

The Board of Education has recommended the following goals and objectives of community education:

1. Opportunities for increased access to the diversity of services within the community through the use of a central facility, the community school and the community center.

2. Opportunities for citizen participation in planning and decision-making through citizen advisory councils.

3. Cooperation and coordination among agencies and institutions to deliver educational, social, economic, recreational and cultural services to all members of the community.

4. Planning and development for using and sharing the resources of civic, educational, business, labor, cultural and community organizations as well as local, state and federal agencies to deliver comprehensive and efficient services to all members of the community and to eliminate the costly duplication of those services.

5. Recognition and encouragement of each person's opportunities for lifelong learning. These opportunities should emphasize the needs of those persons underserved by education.

6. Opportunities for volunteerism. This is a proven and effective means for bringing into the schools the diverse experience and expertise of all segments of the community.

7. A partnership between the schools and the community. Neither the schools alone nor the community alone can answer all the demands for services

from health care to vocational counseling and for the implementation of those services. In partnership the schools and community could provide a means for satisfying those demands.

8. Opportunities for parents to become more involved in the lives of their children and the life of the school.

Community education is founded on the development and fulfillment of a partnership between the schools and the community; through the processes of citizen participation, coordination and cooperation, the sharing of talents and resources, the schools and community can provide to all community members opportunities to participate in decisions regarding the mission of the schools as well as decisions regarding the delivery of comprehensive and effective human services. The State Board of Education in Massachusetts believes that the public schools can serve as a catalyst for initiating and developing the goals and objectives of community education.

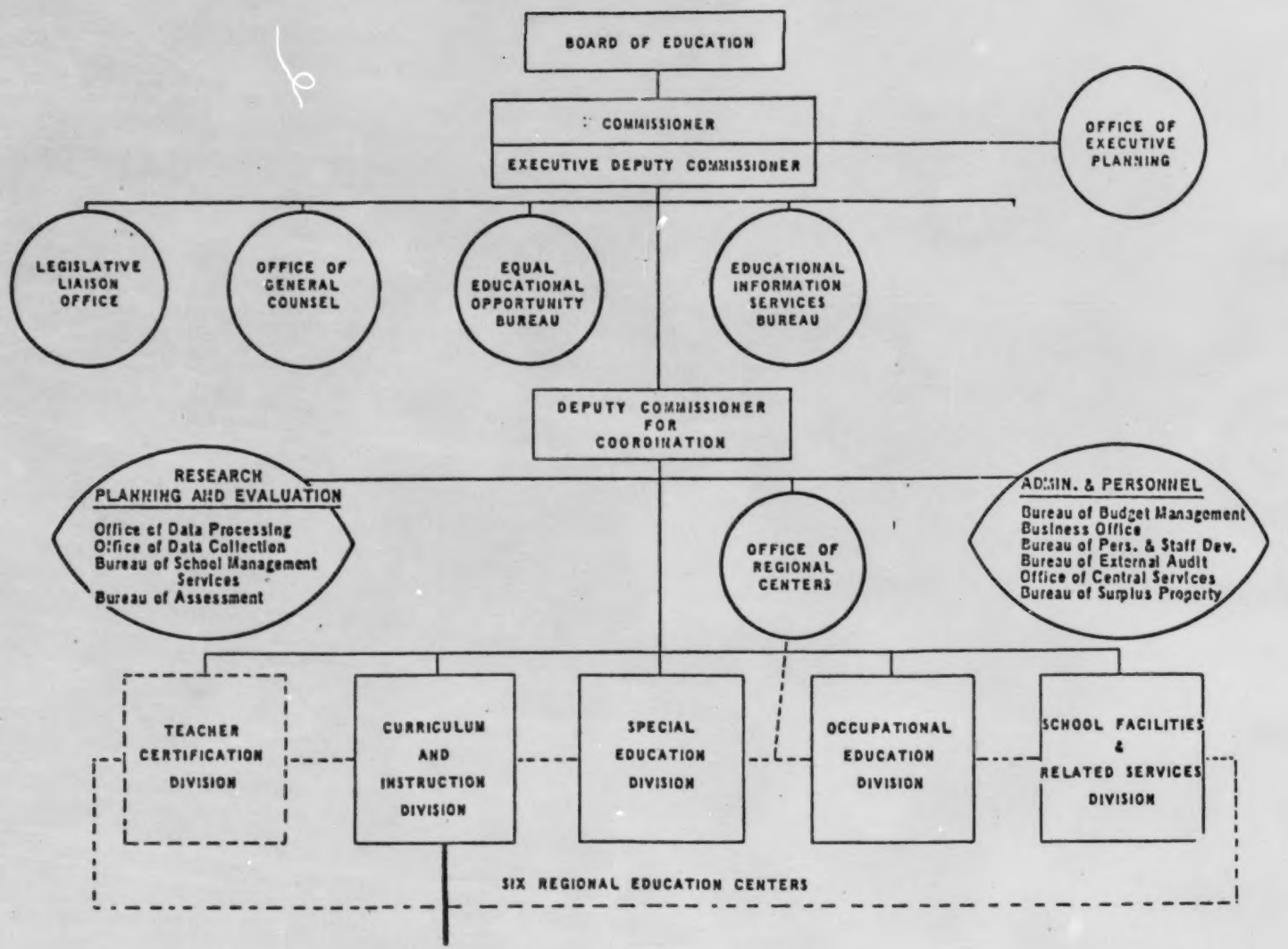
Adult Learning Needs

As mentioned earlier, three distinct categories of need in the area of adult learning have been specified by the Massachusetts Board of Education. These three areas include: 1) basic educational attainment--including GED preparation, life coping skills and mastery of subject matter up to a twelfth grade level; 2) work-related training -- development, retraining or upgrading of skills for employment in trades and professional occupations; 3) general interest instruction--related to enrichment, recreation and leisure, including arts and crafts, physical fitness, consumer and homemaking education and non-credit academic education.

The phenomenon of the "graying of the campus" has extended to colleges and universities in Massachusetts. For whatever the motivation, adult educators and university administrators have recently become quite concerned with the special needs of adult learners.

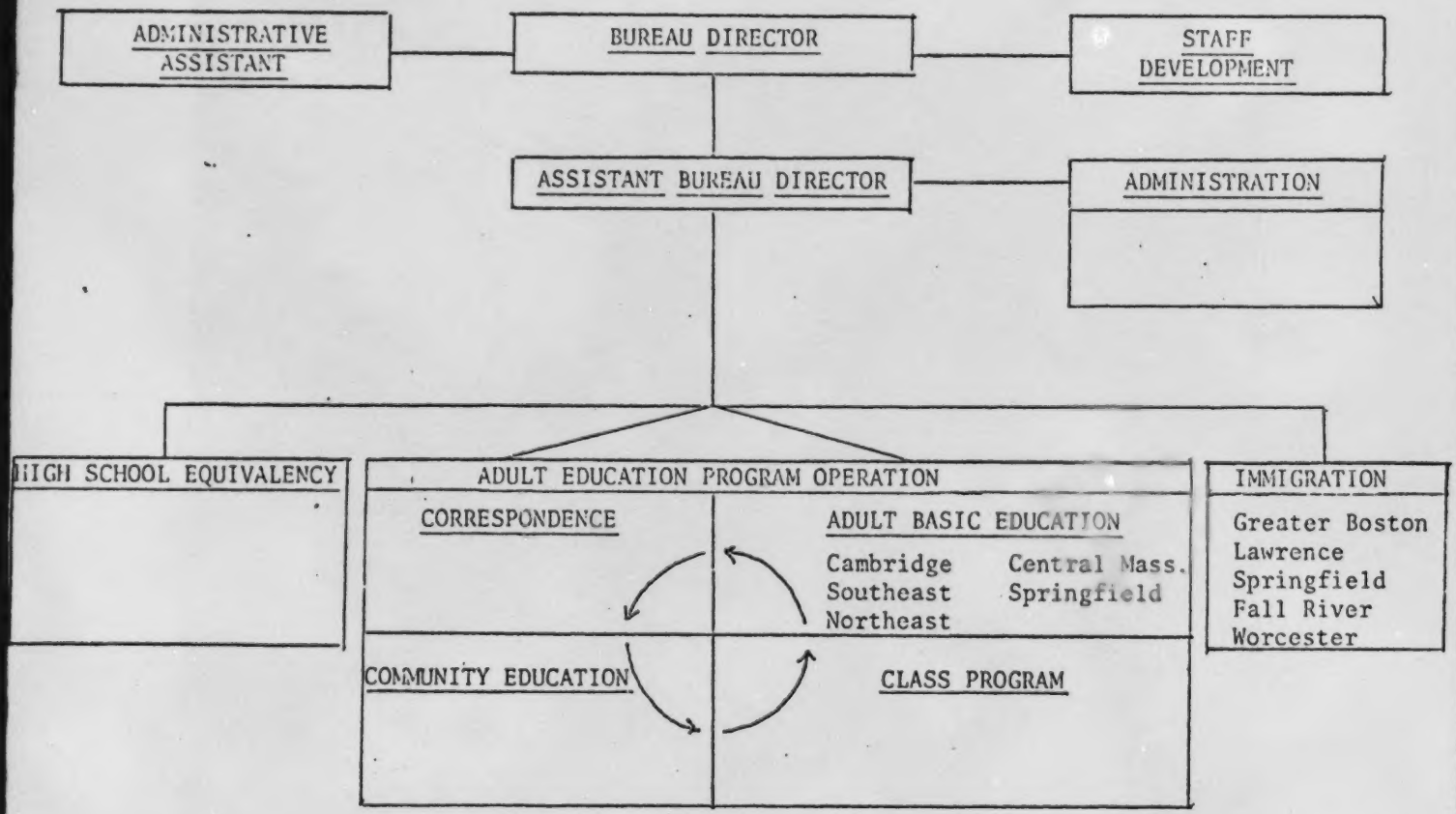
This current trend toward recognizing the needs of adult learners has prompted Boston University to develop graduate level training for adult educators. Other universities in Massachusetts are currently in the process of planning such programs.

STATE OF MASSACHUSETTS
DEPARTMENT OF EDUCATION




Director
Bureau of Adult Education
and Extended Services

Assistant Director


ADMINISTRATIVE ASSISTANT
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ADMINISTRATION
HIGH SCHOOL EQUIVALENCY
ADULT EDUCATION PROGRAM OPERATION
CORRESPONDENCE
ADULT BASIC EDUCATION
Cambridge
Southeast
Northeast
Central Mass.
Springfield
COMMUNITY EDUCATION
CLASS PROGRAM
IMMIGRATION
Greater Boston
Lawrence
Springfield
Fall River
Worcester

## Michigan

The Michigan State Profile is based on the State of Michigan Adult Basic Education (ABE) State Plan for 1980-82, and on statistical material from public and private sources. Seeking to serve a large and divergent target population, Michigan's adult education plan reports that it is a progressive one, and that it provides a wide variety of services.

The state of Michigan has a population of approximately 9.2 million people. Nearly half of the total population resides in the six Detroit metropolitan counties. An estimated 18.5 percent of the population is non-white. The minority and elderly population are the anticipated growth population. The rate of 5.6 percent per year for those 60 and over and for the non-white population is estimated to grow at a rate five times the rate of the white population.

Traditionally, the bulk of the work force potential in the state of Michigan (those 18 through 65) have sought employment in the manufacturing area, specifically in the automobile industry. Due to energy constraints and shifting economic policies, the trend in the state is toward an increase in the percentage of jobs in public service and non-manufacturing areas. Nearly 15 percent of the state's 5.4 million adults (individuals aged 16 and above) have less than a ninth grade education. Approximately 30 percent do not have high school diplomas.

### Targeted Populations

The state of Michigan provides a comprehensive array of education services to a variety of special populations. Allocation of services and resources to those populations are generally grouped by

(1) Geographic location. Included in this category are special populations of adults from urban areas with high rates of unemployment and adults from rural areas.

(2) Temporary state of being or condition. This category includes adults with limited English speaking ability, immigrants, women

with special needs, and institutionalized adults in correctional facilities.

(3) Longstanding conditions. This group includes populations of elderly persons, handicapped adults, adults from minority groups, and handicapped insitutionalized adults. These are groups that are faced with problems of a longstanding nature, and to a large extent, physical, emotional and socially imposed problems that tend to prohibit their full and regular participation in adult learning activities.

The following populations have been identified and targeted for the thrust of adult education services in the state.

1. residents of urban areas with high rates of unemployment.
2. adults in rural areas.
3. the elderly.
4. handicapped adults.
5. institutionalized adults.
6. persons of limited English speaking ability.
7. immigrants.
8. women with special needs.

A description of the specific needs and resources addressing the needs of each targeted group are specified in the State Plan. In general, the state's services and resources for all these target populations tend to address three basic need areas:

1. Lack of skills related to vocational and job training;
2. Lack of basic education; and
3. Specific discrimination barriers.

Organizational Structure

The supervisor of ABE and continuing education programs is responsible for the development, supervision and implementation of various aspects of programs related to adult basic education throughout all of the interest groups concerned with staff development in the long range planning process.

The Associate Superintendent for Libraries and Adult Extended Learning is responsible for providing the general leadership for direc-

tion, and supervision, and operations of the adult extended learning service programs. The educational components of the CETA program which include apprenticeship training, veterans approval programs, and adult basic education all report to the Director of Adult Extended Learning. Thus, the state has coordination with both employment and training programs under the State Department of Education which can facilitate the ability to consult and coordinate activities of the State Manpower Service Council, and the State Occupational Information System, as well as other agencies which operate employment and training programs for adults.

State's 309 Projects

The state's 309 funded projects for 1979 reflect a continuing concern for staff development services for instruction of ABE and competency-based adult education.

Participation Analysis

The salient aspects of the participation in 309 projects in the state of Michigan are presented below, and are based on FY 1977 statistics.

In general, female participation was 18 percent higher than male participation; 76 percent of all participants were between the ages of 16 and 44 (from a total of 8,858 people). Statistics on minority participation indicate that 25 percent more black females participated than black males. Nearly one-third of the entire enrollment were minority. The enrollment for Hispanics was proportionately like that of blacks, with 22 percent more females than males participating, and most of those participants clustering in the 16 to 44 age range. The major reasons for separation from adult basic education and secondary education programs were (1) personal objectives were met, (2) to take a job, (3) lack of interest, (4) transportation problems, and (5) other training opportunities.

Adult education services in Michigan represent a concentration on deficiency areas which in all probability are most vital to economic

survival and advancement of its citizentry. The state's plan does specify alternative type educational opportunities that might include course work for self development motives. Such motives are educational opportunities which have traditionally been offered through community educational programs in which interests within a significant part of the community creates a demand for selected topics. The availability of such 'growth' type programs does not appear to be operational under the current state plan and thrust.

Projected Funding

The total grant for the state of Michigan is $3,923,015. Of that, administrative costs (4% of the total grant) were $159,921; Section 310 projects (10% of the total grant) totaled $392,301; Section 306 projects, $240,000; and the total local awards were $3,130,793.*

Staff Development

Michigan's state plan for school staff development was approved by the state Board of Education in April, 1979. Policy for staff development programming is determined by a collaborative board composed mainly of teachers. Funds are available to all applying school districts on a formula basis. State legislative appropriations for training and career education is coordinated with funding from general staff development activities. The state model for staff development is described in the state plan, and calls for a multi-year staff development process which begins with activities designed to increase school staff awareness and readiness, and a commitment to training programs intended to strengthen the present instructional programs. The model focuses on community involvement and creation or improvement of school climates supportive of student learning and positive self concepts, as well as the development of management techniques. The State Plan outlines priorities for the 1979-80 school years with expected outcomes.

*All amounts are projected, based upon Michigan's estimated allocation for fiscal year 1980.

The objectives for this year are (1) coordination and communication among state agency staff development programs, (2) the revamping of organizational structure that will improve communication between the state's field-based activities and those activities of the state education agency, (3) increased involvement by local and intermediate districts and higher education personnel in the staff development process, and finally, (4) development of an evaluation procedure to test the effectiveness of programs and of the state plan.

Currently, Michigan has more than 8 million dollars in state and federal categorical funding for professional development which provides the basis for the state's response to requirements in PL 95-561. A survey of agency programs with educational personnel development components is currently being updated. The survey gathers information on funding sources and types of activities supported, as well as the number of participants in the districts involved and the type of funding. Seven components have been identified from a U.S. Department of Education project conducted to analyze support for personnel development in the state. The factors which were designated include governance, needs assessment, program delivery, outcomes, incentives, and evaluation of funding. Attention to these areas needs to occur in a way that involves the state.

Conclusion

Michigan, with perhaps one of the most progressive and comprehensive adult education plans, still views and defines adult education as "services and instruction below the college level for those who haven't attained a diploma from a secondary school and are not required to enroll." The stated purpose of the Michigan program plan is to provide a framework from which to expand educational opportunity to those who are least educated, as well as to encourage establishment of programs that will enable all adults to function competently in basic skills. The plan seeks to help adults to continue education at least to the level of completion of secondary school, and to make available

a vehicle by which adults can prepare themselves to take advantage of opportunities for training that will assist in making them become "more employable, productive, and responsible citizens."

## Montana

The Montana State Profile gives an idea of the scope of adult education acitivity in Montana, both for the educationally deprived, and for those whose motivation lies in enriching their personal and/or professional lives. Particularly useful were documents provided by the Bureau of Educational Research & Field Services at Montana State University, and the Montana State Department of Education. It attempts to give some idea of the unique problem of reaching a population both as diverse and as diffuse as Montana's, and the means by which the state does so.

The state of Montana, with an approximate population of 700,000 people (based on the 1970 census), is spread over 147,138 square miles. Its overall population density of 1.7 persons per square mile gives an indication of the problems of the delivery of services to adults in Montana. Roughly 50 percent of the state's population resides within six counties. Forty-three percent of the state's educationally disadvantaged adults reside in the six counties of Cascade, Flathead, Lewis & Clark, Misoula, Silver Bow, and Yellowstone. Approximately 14 percent of the total of 117,119 educationally disadvantaged adults reside in eight counties -- Big Horn, Blaine, Glacier, Hill, Lake, Roosevelt, Rosebud, and Valley Counties -- which surround or are adjacent to Montana's seven Indian reseverations. The remaining 44 percent of the adult educationally disadvantaged resides in counties with total populations that range from 175 to 5,000.

### Target Populations

The Native American is the state's largest ethnic minority. The aforementioned eight counties which comprise 14 percent of the target population contain the majority of Native Americans who have been classified as educationally disadvantaged. The second largest ethnic minority is a growing Mexican American population. This

population is located primarily in Yellowstone County. The other ethnic minorities, Blacks and Asian, comprise less than 1 percent of the state's population. The urban adult basically resides in the six counties which constitute 43 percent of educationally disadvantaged adult population. The rural adult is found in the remaining fifty counties. Adults with limited English skills are found generally across target populations.

Program Priorities

Late in 1976 the Bureau of Educational Services at Montana State University conducted a statewide needs assessment of adult education which has been used for the development of a state plan. According to census statistics in 1970 there were a total of 440,583 adults 18 years of age and over residing in Montana. Of that total, 171,119 (39%) possessed less than twelve years of schooling. There exists a very large potential clientele for adult education services. The expressed and specific purpose of the Montana State University study was to determine the following:

1. Why members of the target population participate in adult education programs.
2. Why members of the target population do not participate in adult education programs.
3. What is the ability of the target population to pay for adult educaton programs.
4. How does the lack of education affect life styles of that population.
5. The expressed educational needs of the target population.
    a. residing in locales served by adult education
    b. residing in locales not served by adult education;
6. The effect that adult education has had on graduates of adult education programs
    a. unemployment
    b. family relations
    c. life styles
    d. further educational needs
8. How lack of education affects the employment prospects of the target population.

9. The need for adult education programs be expanded to additional communities.

Needs for adult education in Montana were derived from several distinct populations who were identified. Samples were drawn from each of the populations surveyed including students currently enrolled in adult education programs, members of target populations, members of the target populations who were not availing themselves of the adult education services, and personnel directors of large companies in Montana.

The following recommendations were made as a result:

1. The expansion of adult education services in areas not presently being served;
2. Programmatic concentration which would be directed toward
   a. providing basic skills to prepare participants to pass the GED
   b. preparing participants to acquire occupations that he or she desires, and
   c. providing learning opportunities to allow participants to be involved in self-development activities.
3. Information on programs be made more available to members of the target population. Presently word of mouth and the media have been used.
4. Students and graduates have been satisfied and report that they have profited from their adult education programs. They are encouraged to spread the word about adult education programs to other members of the community.
5. Tuition be assessed and paid only for those who have financial need.
6. An attempt be made to provide on-the-job training.

An analysis of the state-wide needs assessment revealed that responses from participants of programs are based on pragmatic, economic reasons. The major four reasons expressed by groups of adults with and without high school diplomas showed that these top reasons are (1) to get a job, (2) to become a better informed person, (3) to pass the GED, and (4) to advance on a job that they presently have.

Participation Analysis

There is no appreciable difference in participation by females (55%) and males (45%) in adult basic education in secondary education programs. Statistics reveal that 93 percent of the total enrollment was comprised of adults between the ages of 16 and 44. Of a total Native American population of approximately 37,000, only 455 adults participated in adult basic and secondary education programs. This provides a strong indication that ABE services have been successful in reaching a targeted population.

Analysis of separations from these programs reveals that most participants in the Montana programs left for the following in rank order: (1) their personal objectives were met, (2) they entered other training, (3) they left for unknown reasons, (4) they expressed lack of interest.

Funding FY 1979

The difficulties in reaching the target populations in the state relates, in large part to its unique geographic conditions that highlight the problem of reaching Montana's scattered population. An officer in the Montana state department in charge of adult education reports that, of a budget of $414,000, $340,000 gets allocated to local programs. Therefore, there is not significant funding to provide for a central disbursement of services. He feels that the failure of the U.S. Department of Education to impact significantly upon Montana's target populations by providing adequate funds comes from an orientation or knowledge base that is oriented to urban environments.

Virtually all the federal funds allocated for community education fall under the description of adult basic education for undereducated adults. Every project has the stated objective of providing undereducated adults with educational experience or opportunity or with fundamental language skills.

## Higher Education

Besides the stated priorities of adult basic education for those with less than a secondary education, the state of Montana has sought to increase education services by expanding existing undergraduate and postgraduate institutions and by developing new ones. The state college system consists of the University of Montana (a landgrant institution with more than 8,000 students, 40 percent coming from out of state), Tower State College, Baines State College, Fort Benton State College, and Montana State Technical Institute.

## Conclusion

With 39 percent of Montana's adult (18 and over) population having less than twelve years of schooling, the task of addressing the needs of that population becomes a great one. Continued efforts to establish and maintain adult education programs on or near reservations. and in urban areas with high concentrations of minority populations will only begin to address the problem of educating Montana's adults. Providing services to such a scattered population is both inefficient and largely impractical.

## New York

The New York State Department of Education provides resource information for adults wishing to participate in adult education programs. One of these publications is Adults Learning Here, published by the University of the State of New York, which provides an overview of the needs of New Yorkers above compulsory school age, and programs to meet those needs. That publication, and those of the New York State Advisory Council on Adult Learning Services, the State Board of Regents, the Division of Continuing Education, and other sources, public and private, provide the basis of the New York State Profile.

New York state, with approximately 4.9 million adults aged 25 and over with less than a high school education in 1970, had 59 percent with eight years or fewer of formal education. This population, served generally by the Division of Continuing Education, makes up approximately 47 percent of the state's total population, and is termed "educationally disadvantaged." Thus, nearly half of all adults in New York state have need of basic education and vocational skills which will allow them to compete in the job market and the demands of contemporary society.

Beyond the educationally disadvantaged, there are adults who seek training in occupational, vocational, and avocational activities for motives of personal development. New York State Office of Planning Services indicated that by the year 1980 there will be nearly 10.1 million people in the state between the ages of 19 and 60.

The concern for the educational needs of the above populations of adults has been indicated within the state since 1969 when the New York State Board of Regents issued their fourth position paper and reiterated a goal which had been stated in 1961: "To provide adequate opportunities for continuing education for adults in all phases of

their lives, work, family, public and cultural."

In addition to the demands to educate the citizenry in vocational education and training, many other adults are also looking for ways to meet educational demands by improving the quality of their lives. This again would emphasize New York State's commitment to not only providing basic educaton, but to provide for avocational education.

During the 1975-76 school year, approximately 918,000 adults participated in activities offered through the New York Public Schools Continuing Education Program. This represented almost a 20 percent increase in participation 1970. The major portion of the program managers who currently administer the continuing education programs in New York state are only part-time employees, and while many adults in the state participate in these activities, a significant number do not. Non-participants are generally found in large numbers among the educationally disadvantaged. The thinking as to why this occurs is that these adults must overcome economic and personal barriers that limit their active participation. Studies have indicated that the higher the level of education, the better the chances are that personal income will be higher, and thus the resources will be able to overcome participation barriers.

Thus, middle income adults who generally are better educated show the highest rates of participation in continuing education programs. Those less educated adults who have less resources available to them show much lower rates of participation. Generally when these adults do participate, they are found in programs that are emphasizing upgrading basic skills rather than the pursuit of avocational interests, or programs that are geared toward self-development motives.

Inservice Education

As one component of a total plan for the development of post-secondary education, the New York State Board of Regents developed statewide conferences that were held as initial steps in the planning of inservice education. These conferences highlighted issues to be

considered in preparing a statewide plan for inservice education and proposed alternatives to resolution of those concerns.

New York was one of four states funded in 1978 by the former U.S. Office of Education for statewide systems of staff development. A professional staff person coordinated the project's activities in the New York State education agencies. Activities were organized from the two state conferences that were held.

An intensive data collection process was designed to gather information on the status of inservice activities in the state. The survey results were comprehensive in outlining virtually every aspect of inservice in the state. These included location of activities, school policies, plans for implementation, length and time of inservice training, expenditures, salaries, topics for training activities, and involvement of cooperating groups. They also looked at the degree to which local education agency personnel were integrated in the planning, development, implementation, and evaluation of programs.

A compilation of all the information above formed the basis for the preparation of a document that was tentatively titled "A Regents Statement on Inservice Education for Education Personnel." It is anticipated that the Regents will ratify the document as a policy statement on inservice education in the state. The document calls for a system of inservice education for professional personnel development in all the state's public schools. The document identifies key elements of a statewide plan for inservice, as well as a multi-year implementation process. The document further identifies roles and responsibilities allocated to state and local districts as well as professional personnel and colleges and universities.

According to the 1980 Report on Educational Personnel Development, New York's State Draft Plan addresses a need for better coordination among categorical funds for training of school personnel. It states that its major purpose is the improvement of inservice activities so as to better help educators address statewide, regional and local problem areas such as violence, drug abuse, and staff and student incompetency.

Program Priorities

The New York State Plan has set priorities based on eight participatory meetings held throughout the state, the former U. S. Office of Education participatory meeting, and the input of the Division of Continuing Education staff, and consideration of the Adult Education Act. An analysis of the information derived from those meetings has established the following priorities.

1) Local education agencies and other public and non-profit agencies and institutions will cooperate to annually provide at least 5 million instructional contact hours of adult basic education. This includes ESL to a minimum of 90,000 adults with less than a ninth grade ability in reading or math, or with limited English speaking ability.

2) The heaviest emphasis will be given to serving adults who are functioning at less than a fifth grade level in reading or math. This also applies to adults with extremely limited ability in understanding and speaking English, as well as unemployed adults. Other emphasized populations include adults with less than a ninth grade ability in these areas with high rates of unemployment, institutionalized adults, immigrants, elderly, handicapped and minority, migrant, or Native American.

3) Maintenance of support services through interagency coordination, for instance transportation, child care and outreach.

4) The provision of ABE, reading, math, ESL, life skills education, guidance, and counseling.

Participation Analysis

The highlighted aspects of participation in the State of New York are based on FY 1977 statistics. Of the total population of participating in adult education and secondary education programs: 58 percent were female, 42 percent male; 60 percent of that population fell between the age range of 16-44 years old, 10 percent between 45 and 64, and 30 percent were 65 and above.

In minority participation, the participation by females was more marked than that of the total population: for Blacks 59 percent were female; 41 percent male; for Hispanics, 62 percent were female, and 38 percent were male. Curiously enough, as with the total population participation analysis, the middle range was somewhat unrepresented. That is, those adults between the ages of 45 and 64 comprised a much lower participation rate than the other two age groups (those above and below). The total participation of all other minorities had a more equal distribution of males and females: 55 percent female, 45 percent male. Minorities ranked higher for those participating from the 65 and above age group. Of the known reasons for separation from adult education and secondary education programs, the reasons in rank order were

1) They entered other training
2) Participants met educational objectives
3) Left to take another job
4) Dropped out for health reasons
5) Lack of interest

Funding FY 1979

In fiscal year 1979 New York state received $7,512,984 under the Adult Education Act which served more than 90,000 adults. Approximately 70 percent or more of the funds were spent on local education agency programs which provided adult basic education for persons 16 years of age and older who are not enrolled in regular school programs.

Beginning in July 1979, provisions were made for greater participation of public and private non-profit agencies to apply for 306 funding. This will include operating ABE instructional programs, providing support services such as transportation, child care, and outreach to 306 instructional programs.

Funds from the Adult Education Act are the principal sources of support for adult basic education in New York state. Together with state and federal welfare education programs support, they provide publicly funded basic education for approximately 4.3 million adults

with less than a twelfth grade education. Non-federal financial resources provide $6,340,000 and include the state welfare education program and local education agencies.

Target Populations

Bilingual. It is estimated that at least 30 percent of those enrolled in programs funded under the Adult Education Act are adults with limited English speaking ability. The primary mode of instruction with these adults is in ESL. While this instruction is intended to enable non-English speakers to participate in English speaking programs in occupational settings, adults seem to have more pressing needs that require instructional service in other life skills related areas. The two most frequently cited problems are lack of a native language literacy, and pressing life problems.

To remedy this situation, classes in native language literacy are sometimes offered when needed, and bilingual counselors are made available. Coping skills information has been produced in Spanish by the State Education Department for local program use. Also, bilingual teachers have been hired to teach ESL programs and classes.

With those considerations in mind, local education programs in New York are strongly urged to make the following provisions:

1. In regard to illiteracy in adult students' native language when there are twenty or more adults speaking the same language at a given program location, basic literacy tests in that language should be required as part of the intake. If there are ten or more adults speaking this language, they should be offered the opportunity to receive literacy instruction in their native language. Teachers could be hired on a short-term, part-time basis. In regards to helping adults face pressing life problems, when there are twenty or more adults sharing the same language, at a program location counseling and life skills instruction should be available in their native language. Counselors should be available to listen and help with personal adjustments to the program and the community as well as offer information on housing and employment and legal matters

Immigrants. According to the Immigration and Naturalization Service Annual Report, in 1976 New York State had an alien population of 794,508 of which approximately 85,000 had arrived that year. New York is one of four states that has more than 300,000 aliens. A needs assessment conducted for immigrants in New York state indicates that more ESL and Americanization adult classes are needed. English language classes need to be provided and accessible for all those who need them.

The results of the American Immigration and Citizenship Conference suggested utilizing all communication and publicity channels, as well as house visitation to reach the foreign born population. They also urged that local school districts be aware when newcomers have moved into the area, and have the Immigration and Naturalization Service send visa slips to the schools rather than to the State Department. They also urged that communication on the human level be better utilized, to make programs, services and training more effective. This would be particularly useful if ethnic volunteers were used.

Another point was to explore possibilities for allocating funds to provide more adequate education and job training for newcomers, as well as finding ways to make reliable information more accessible, particularly the laws and regulations affecting them, and the organizations and individuals in a position to advise them. This would include knowledge about the civil rights provisions pertaining to immigrants.

Institutionalized Adults. The incarcerated population totals approximately 21,000. Of that population, approximately 75 percent have less than a ninth grade education. The needs for the institutionalized adults in New York have been put into a priority sequence that entails the provision of

1) services for the handicapped, particularly the emotionally and psychologically handicapped;

2) remedial help; and

3) life skills training, particularly during pre-release period.

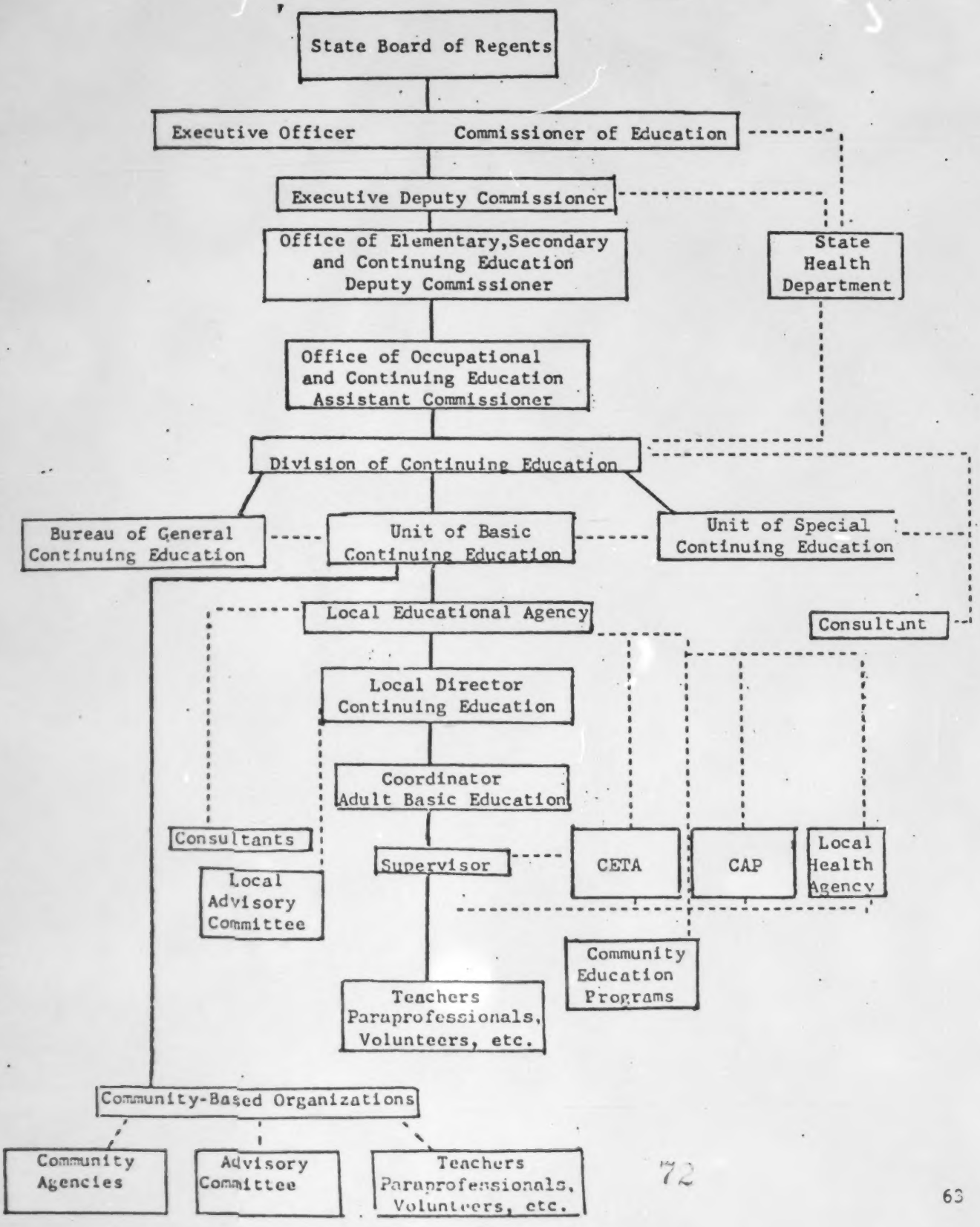
A note on the handicapped: Of the total state population of 13 million, approximately 800,000 adults are totally disabled. Of that population, 103,000 or 81 percent of that population has less than a twelfth grade education.

Conclusion

The most populous state of those profiled, New York represents probably the most successful attempt to address the needs of a divergent population representing a predominantly unban/suburban populations. The size of its population has both advantages and disadvantages. Advantages, in the dollar appropriations it receives (i.e. its being one of four states funded in 1978 by the former U.S. Office of Education for a statewide system of staff development); and disadvantages in the need to find priorities and cohesion among and between its various special populations.

Attachment A

DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART



## Texas

Texas, with its diverse socio-cultural populations spread across a wide geographic region, serves as an appropriate state from which to obtain an initial perspective on the allocation and management of a continuum of services provided for adult learners. The Texas State Profile describes the current status of those services related to adult learning and education. Adults are defined as those persons over the age of compulsory school attendance. The information presented in this profile has been obtained from officials in the Texas Education Agency and data from the Texas Plan for Adult Education for Fiscal Year 1979 and the Operating Guide for Adult Education Programs in Texas, 1976.

### History

The rapid industrial and technological rise of Texas from an agrarian economy and rural society during the past three decades has resulted in a major portion of the state's adults being ill-prepared educationally to join the technological needs of today's work force.

In 1973, the Texas legislature established a state-wide program geared toward meeting the needs of adults "without a high school education or the educational prerequisites for gainful employment." House Bill 147, Section 1118 of the Texas Education Code establishes the purpose and operating procedures for a state-wide program at all levels of ABE, GED, and high school completion. The legislature directed the central education agency to provide services and instruction; develop, implement, and regulate a comprehensive statewide program for community level education services; and develop the mechanism for coordination to meet the needs of adults.

All adult education activities are administered by the Division of Adult Programs under the Department of Occupational Education and Technology of the Texas Education Agency. The emphasis of adult educa-

tion in Texas is clearly directed toward remediation of basic skills. Texas adult programs are largely oriented toward Adult Basic Education (ABE). This is education for adults who function below the ninth grade level in reading, writing, speaking English, and general mathematics.

An experimental program called Competency-Based Education uses sixty-five objectives developed by the Adult Performance Level Study (APL) to award high school diplomas. The more traditional General Education Development (GED) approach is also used. Currently adult education in the state is generally geared toward education competency as opposed to psycho-social skills development.

The stated objectives of the adult education program are as follows:

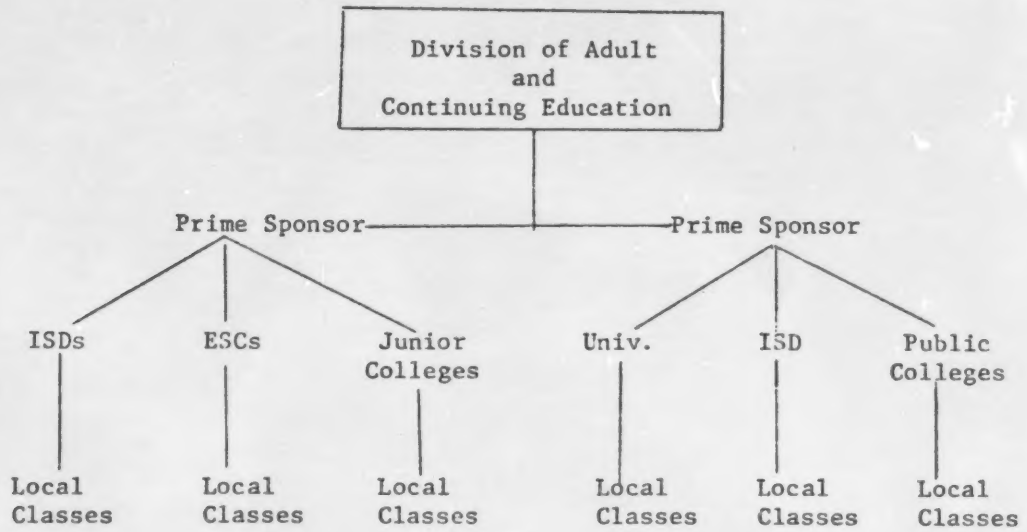
1. Providing adults basic reading, writing, and speaking of the English language, and mathematical skills, and general knowledge acquisition through the eighth grade level of competency or an accepted minimum performance level.
2. Preparing adults for competitive and successful results on the GED test.
3. Preparing and assisting adults to complete high school credit programs, including competency-based high school diploma programs.
4. Assisting adults to meet certain educational objectives below the college credit level.
5. Providing educational prerequisities to vocational training or post-secondary education.
6. Assisting students to better meet their adult responsibilities.

Organization and Management of Adult Education Services

The mechanism prescribed by the state legislature for delivery of comprehensive adult services is managed through fifty-one adult education cooperatives (co-op) covering all geographic areas in the state. The co-op system coordinates fiscal and administrative services for adult education programs. The co-op system provides for an approach in which Independent School Districts (ISD's), Regional Education Service Centers (ESC's), public junior colleges, and public colleges and

universities within a geographic area of the state work together. One co-op member is selected by the other members to serve as the prime sponsor. The prime sponsor serves as the coordinating and fiscal agency for the co-op. Each co-op member hires its own staff.

Each geographic region serves approximately 100,000 people per area. The 650 school districts and twenty-four junior colleges collaborate to assess the needs of their respective areas and submit program [illegible] annually. Of the total of fifty-one co-ops, thirty-six have a public school district as prime sponsor, and ten have public junior colleges as prime sponsors. The remainder are operated by educational service centers. The diagram below illustrates the organizational structure of adult education programs.



Targeted Groups

Each co-op assesses and plans for their region autonomously. However, the state requires that they address certain targeted groups. The following populations have been targeted by state directive.

.underemployed
.unemployed
.women
.minorities
.institutionalized
.handicapped
.persons of Limited English Speaking Ability (LESA)

Figures for FY 76-77 indicate the following breakdown of the total population served by adult education programs in Texas.

| Population | Percentage Served |
|---|---|
| Women | 54 |
| Spanish Surnamed | 37 |
| Black | 32 |
| LESA | 14 |

Those targeted populations will be addressed by the establishment of the following program priorities stated in the Texas State Plan for Adult Education for 1979.

ADULT EDUCATION PRIORITIES FY 79

1. Adult Basic Education (ABE) /General Education Development (GED) - Continue efforts to improve the instructional program for adults in ABE and GED classes.

2. Recruitment - Continue improvement of methods for recruitment of adults into adult education programs to cause the target population to become more aware of adult education opportunities and to increase enrollemnt in classes.

3. Staff Development - Continue to improve delivery systems to cause adult education staff to be more effective and efficient in working with adult students in all phases of adult education.

4. Competency-Based Adult Education - Continue efforts to improve the instructional program through the implementation of competency-based adult education curriculum and high school diploma including findings of the Adult Performance Level (APL) study.

5. Limited English-Speaking Ability (LESA) - Continue efforts to strengthen the instructional program for adults of LESA throughout the state.

6. Occupational Training - Continue efforts to link academic and vocational training through delivery systems that will provide occupational training in conjunction with academic instruction for adults who need assistance in both areas to prepare for employment.

7. Counseling/Assessment Center - Promote the establishment of Counseling and Assessment Centers that will provide services such as academic and vocational assessment, career planning, competency assessment, counseling services, and job placement.

8. Adult Learning Centers (ALC) - Continue the development of new ALCs in the state, and encourage individualized instructional approaches.

9. Materials Resource Center - Established resource centers will continue to serve adult education programs in a specified geographic area and train the Adult Education staff on effective use of resources.

10. Pilot Model Management Systems - Develop model systems for the delivery of comprehensive services to adults that would include academic instruction, vocational preparation, job placement, and related services.

Funding Allocations FY 77-78

The current funding allocations for Adult Educational Services in Texas are:

| | |
|---|---|
| Federal | $4.3 million |
| State | 6.5 million |
| Local | 1.8 million |

All federal funds plus $2.2 million of state funding is utilized for Adult Basic Education (ABE). ABE programs are specifically geared to the remediation of functionally illiterate persons to at least the eighth grade level.

The remaining $4.3 million in state funds allocated for adult education went into programs termed pre-college remedial, prevocational remedial, GED, and job skill remedial.

Community Education

Community education has emerged as a new component in the repertoire of approaches to adult education and learning.

The state of Texas is currently in the fourth year of a pilot program testing the feasibility of community education. The pilot program allocated a total of $300,000 to be spent to hire half-time supervisors to match and coordinate community resources with community needs. The funds for the pilot programs are allocated to seventy-one campuses in fifty-seven school districts. In 1972, the state legislature authorized use of state funds to demonstrate the utility of community education and involvement. Some federal funds are taken from the Adult Education budget to support the pilot program.

Activities sponsored by Community Education projects are largely determined by the results of need assessments conducted by the local education agency and input from Neighborhood Advisory and District Advisory Committees.

The expansion of community education programs and their funding which includes the pilot programs, tuitions, fees, and funds from Title IV-C projects has risen from $1,978,864 in 1976 to $2,429,025 in 1977. The cost of operating community education programs is defrayed

by fees from the participants. Below are the enrollment figures for 1976 and 1977.

| | 1976 | 1977 | % Rise |
|---|---|---|---|
| Adults and Older Adults | 54,045 | 97,450 | 70 |
| Secondary Youths | 11,601 | 13,111 | 34 |
| Elementary Youths | 19,554 | 26,044 | 13 |
| Total | 88,080 | 136,605 | |

An extensive evaluation of the community education program was conducted in August 1978.

Adult Learning Needs Survey

The 1970 census indicated the total state population of Texas in excess of 11 million persons. Over 3.5 million persons ate 25 and over residing in Texas at that time lacked a high school diploma. This represents approximately 54 percent of the total population of those persons 25 years of age and over surveyed. Twelve percent of this population of adults were Blacks. The Spanish surnamed population accounted for 18 percent.

The attached chart, "Overall Summary of Texas' Needs" reflects a statewide educational needs survey conducted during the Spring of 1976.

# OVERALL SUMMARY OF TEXAS NEEDS
## FY 1977-1978

| | Total Persons in Area in Need of: | Total Funds Needed | Per Student Cost | Anticipated Number to Receive Services in FY 78 | Number Served FY 76 |
|---|---|---|---|---|---|
| Skill Training | 702,813 | $316,421,490 | $450.22 | 41,700 ** | 38,030 ** |
| AFDC (Female) | 28,000 | 12,800,000 | 457.14 | 4,500 | 4,234 |
| *Limited English-Speaking Ability | 194,792 | 16,325,009 | 83.80 | 13,000 | 12,243 |
| Basic (Grades 0-8) | 1,374,872 | 99,019,070 | 72.02 | 65,000 | 57,752 |
| High School Credit | 313,693 | 14,821,814 | 47.24 | 5,000 | 1,420 |
| GED | 1,543,949 | 155,688,157 | 100.84 | 60,000 | 64,685 |
| Staff Development | 3,246 | 905,368 | 278.91 | 3,300 | 2,795 |
| Community School Program | 751,135 | 20,406,484 | 27.16 | 115,000 | 88,080 |
| *Citizenship | 8,851 | 214,208 | 24.20 | 1,500 | 579 |
| *Senior Citizens | 170,562 | 1,250,592 | 7.33 | 10,000 | 5,636 |
| *Other | 440,201 | 4,471,320 | 10.15 | Unavailable | Unavailable |
| GRAND TOTAL | 5,532,114 | $642,323,512 | $116.11 | 319,000 | 275,454 |

* Probable duplicate count
** CETA and Disadvantaged Adult only

The figures above represent a statewide total of needs resulting from surveys conducted by local education agencies in the spring of 1976 as required by the Texas Education Agency for program purposes. The needs survey was conducted without regard to possible funding or other resources to meet these needs. The category "Other" represents needs or interests such as hobby pursuits not otherwise specified. (Items not prioritized)

Vocational Education and CETA

The needs assessment conducted by the local co-operatives has strongly indicated that significant numbers of adults are ready for and would benefit from some type of occupational training. The state has only recently been able to deliver skills training to adults in need. Clearly the demand for vocational training exceeds the present capacity of co-ops to deliver such services.

Cooperatives have indicated a willingness to serve undereducated and underemployed adults who are eligible for training under Section 112 of CETA and Section 102B of the Vocational Education Act.

Presently, it is estimated that 400 contracts were initiated by TEA in program year 1975-76 to carry out the required state-wide vocational services under Section 112 of CETA and in response to applications for funds for vocational education of disadvantaged adults. The Operating Guide for Adult Programs provides for an annual assessment of both the academic and vocational needs of undereducated and underemployed adults. Even with 400 contracts, the present system of administering these two programs leaves large areas of the state without programs.

Higher Education

The role of higher education in Adult Learning and Education in Texas has been described earlier in the development of the co-op system. Four universities in Texas are currently developing, or are in the process of developing, training for adult educators at the masters level:

.Texas A & M
.North Texas State
.Texas A & I (Kingsville)
.University of Texas (Austin)

Institutions of higher education have been instrumental in colloborating with the local education agency in developing workshops and inservice programs for adult educators.

The recent trend toward recognizing the needs of the adult learner throughout a lifetime has prompted many colleges to offer diverse instruction and lower rates in order to attract the vast population of potential students.

Bilingual Programs

State thrusts into bilingual education for adults were initiated four years ago, with the development of a procedural handbook guide for forty bilingual teacher trainers. Since that time the state efforts have been concentrated on workshops and teacher training in bilingual education for adults. State officials have most recently enlisted higher education institutions in the development of teacher training workshops.

Each (LEA) is responsible for developing training programs or proposals to meet the needs of persons of Limited English Speaking Ability (LESA). Currently close to 30 percent of Texas' adult educators are of Spanish origin to meet the adult education needs of Texas' large Hispanic population. In fact, close to 40 percent of adult education enrollees are of Spanish descent.

Parent Training and Education

Adult Education programs in Texas do not specifically provide for the training of a specific parent population. However, much parent related material is communicated through the ABE program. The curriculum in the competency-based program in particular deals with child-rearing and nutrition. Additionally, counseling services for ABE students provides parents who are experiencing difficulties with a referral source for appropriate agencies in the state or local jurisdiction. Clearly the bulk of parent training and education is sponsored by special interest groups, private organizations and agencies dealing with family concerns.

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# HIGHER EDUCATION INVOLVEMENT IN ADULT LEARNING

Summary of Higher Education Survey

This survey was designed to include higher education programs in five areas of concentration: Adult and Continuing Education, Recreation and Leisure, Gerontology and Aging, Human Resources/Services, and Community Studies. These five areas of training were chosen because they are truly on the "cutting edge" of new, progressive programs and current trends in American education. Each of these areas clearly has at its root a new concern for the quality of human life and for the adult learning experience. They are particularly interesting because they reflect the changing patterns of age groups within American society, and have broken with the trend of youth dominance. They are relatively new areas of training and are experiencing the growing pains of new prospective disciplines. These programs also represent an acknowledged need for well trained professionals in the respective fields.

Clearly, a transition of major importance has taken place on our college campuses. Adult learners, once seen as occasional intruders are now viewed as an important new source of enrollments. Nationally, adult learners now outnumber traditional-aged students and have become the new majority in higher education. Adults are using our educational system in all of its forms: full and part-time, on and off campus, credit and non-credit, and in traditional and non-traditional programs. National Center for Education Statistics (NCES) figures show that for 1975 more than 17 million adults took part in some type of organized learning, which is almost twice the number of enrolled college degree students. Yet, the United States lags behind Europe in its embracing of lifelong learning.

Changing birthrates and shifting demographics have had a major impact upon higher education, and considerable growth has taken place in the community college sphere. Yet, two and four year institutions are providing only about 37 percent of educational services for adults. Many reasons have been suggested for the increase in learning among adults. Whatever the reasons, the net result has been increased respectability for the field of adult education. Towards

that end, a number of institutions offer programs in training educators, as enumerated in this survey.

The Adult and Continuing Education area of this survey covers a field of nearly twenty differently named programs. Program titles included: Adult Education Administration; Adult, Vocational and Extension Administration; Adult and Higher Education; Adult and Community Education; and Continuing Education. For total degrees within the field, the three divisions of Department/School of Education, Department/School of Adult/Continuing Education, and all other known programs provide roughly equal numbers (See Diagram G). The divisions of "Other" and "Not Available" have been combined (here and elsewhere) for convenience. Within the entire area, Masters degrees are most common (See Diagrams A and F), followed by Doctoral and then Baccalaureate degrees. By state, New York, Texas, and Alabama offer the most degrees, (See Diagram H) with New York, Texas, Alabama, and Washington having the most institutions offering degrees (See Diagram I).

A similar trend in American society has been one toward increased individual leisure time. Despite recent economic down-turns, the long-term projections indicate that individuals will be spending progressively less time at work. The corresponding increase in leisure time will have profound effects on the fabric of American society. Clearly, higher education will be influenced by such changes. Increased numbers of adult students are in part a response to this trend. Higher education has also responded directly to the increase in leisure.

Institutions have long included programs in recreation and leadership. Recently, these programs have begun to reflect the influence of current leisure trends. Educators in this field see the need to prepare individuals for a life that includes more leisure than they might have expected. Consequently, institutions have begun to provide professional training in leisure. Leisure educators have also recently begun efforts to standardize training through an accreditation process.

The Recreation and Leisure section of this survey covers a field of over fifteen differently named programs, with most fitting within the Department/School of Health, Physical Education and Recreation-rubric. Program titles included Department of Leisure Education and Physical Education, Department of Recreation and Leisure Studies Division of Applied Life and Leisure Studies, and Department of Leisure and Environmental Resources Administration. Most degrees are found within the "Other/Not Available" category due to a large number of degrees being offered by identified programs that did not fit the most common rubrics (See Diagram G). Baccalaureate degrees were most common, followed by Associates and Masters (See Diagrams B and F). By state, California far out-distanced other states in degree offerings, followed by Illinois and Michigan (See Diagram H). California not surprisingly, had the most institutions offering degrees, followed by Illinois and Michigan (See Diagram I).

Recent increased interest in the study of Gerontology and Aging is clearly a response to shifting age patterns in our country and in many parts of the world. As the numbers of older Americans increase, their needs are, not surprisingly, gaining more attention. Through concerted group action, older citizens have helped bring about the Administration on Aging, the Older Americans Act, Medicare and Medicaid, Senior Citizens Housing Legislation and Programs for the Elderly Poor.

As the numbers of older Americans have increased, the generation gap has also increased. There now appear to be greater emotional and intellectual distances between our generations. This has required some changing of generational roles for older individuals. The goal for older adults is more meaningful involvement in life, rather than increased disengagement. This will require new housing and living patterns for the elderly. It has also brought about a response from higher education. Gerontology and Aging is clearly a growing field in education. The immense scope of the subject is causing some early problems for this field. Recent attempts to establish standard

professional guidelines have failed, owing to the diversity of the many existing programs.

The Gerontology and Aging sections of this survey covers a field of over fifteen differently named programs, with Interdisciplinary and Gerontology programs equally most common. The Gerontology/ and Aging category offered the most degrees followed by those interdisciplinary in nature (See Diagram G). Concentrations were most common, followed by Certificates, Baccalaureate and Master degrees (See Diagrams C and F). By state, California offered the most degrees, followed by New York and Ohio (See Diagram H). New York had the most institutions offering degrees, followed by California, Maryland and Michigan (See Diagram I).

While human services and human resources have been combined into a single category--Human Resources/Services--for purposes of clarification, the following distinction is made between them. Human services refers to the helping professions, primarily in the public sector and relating to health or social service occupations. Human resources refers to the business professions, primarily in the profit-oriented, private sector and relating to the occupations of the corporate community. A recent trend in Schools of Education is to broaden their scope of expanding their arena to include either human services or human resources. Most have directed their interests toward human services.

The Human Resources/Services section of this survey contains two cateogries, "Administrative Division" and "Major." Due to the limitations of available data, while it was possible to determine if an institution had a Human Resources/Services administrative unit, it was not possible to determine specific degrees offered within that unit. Thus, the symbol "U" for "unknown" was listed in this survey. The most commonly offered degree was the Associate, followed by the Baccalaureate and the Certificate (See Diagrams D and F). By state, New York offered the most degrees, followed by California and Illionois (See Diagram H). New York had the most institutions offering degrees,

followed by California and Illinois.

Community Education is fast becoming a major movement in American education. Providing a sense of community in these days of uncertainty and insecurity, this new field is helping to meet societal needs. Community studies is directly related to community schools and th 'r emphasis upon the family. The Community Schools Act of 1974 and the efforts of the Mott Foundation have helped the community schools create a larger network of agencies, institutions, organizations and businesses.

There is a clear trend in American society that entails the shifting of the centers for the receipt of education from formal educational institutions to less formal community institutions and self-taught programs. This shift, along with other factors, creates a pressing need for professionally trained community educators.

Within the Community Studies area of this survey, Masters degrees were the most common, followed by the Baccalaureate and Doctorate (See Diagrams E and F). By state, Michigan offered the most degrees, followed by California, New York, and South Dakota (See Diagram H). California had the most institutions offering degrees, followed by Michigan and New York (See Diagram I).

Overall, the survey includes 807 institutions of higher education of which 676 are four year institutions and 131 are two year institutions. It provides an accurate appraisal of the current status of the fields surveyed. A follow-up survey would be invaluable. Through the follow-up survey overall trends could be determined in these fields. While the role of schools and departments of Education has been demonstrated in the fields of Adult and Continuing Education, Recreation and Leisure, the trends in their involvement in these and other areas could be determined. That is, it is expected that education programs will begin to take progressively greater interest in areas such as Human Resources/Services and Gerontology and Aging.

A follow-up survey would shed light upon the trends of education in particular states. As can be seen from this survey, some states, such as California, are especially prominent in their activities. The follow-up survey would show if the western states will continue their dominance. The follow-up survey could also explore the role of two year institutions. This survey includes 131 such institutions. The follow-up survey would indicate which areas are receiving increased attention from two year institutions.

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Summary Diagrams

Diagram A

Adult and Continuing Education. Degrees offered by 117 institutions of higher education, of which 111 are four year institutions, and 6 are two year institutions.

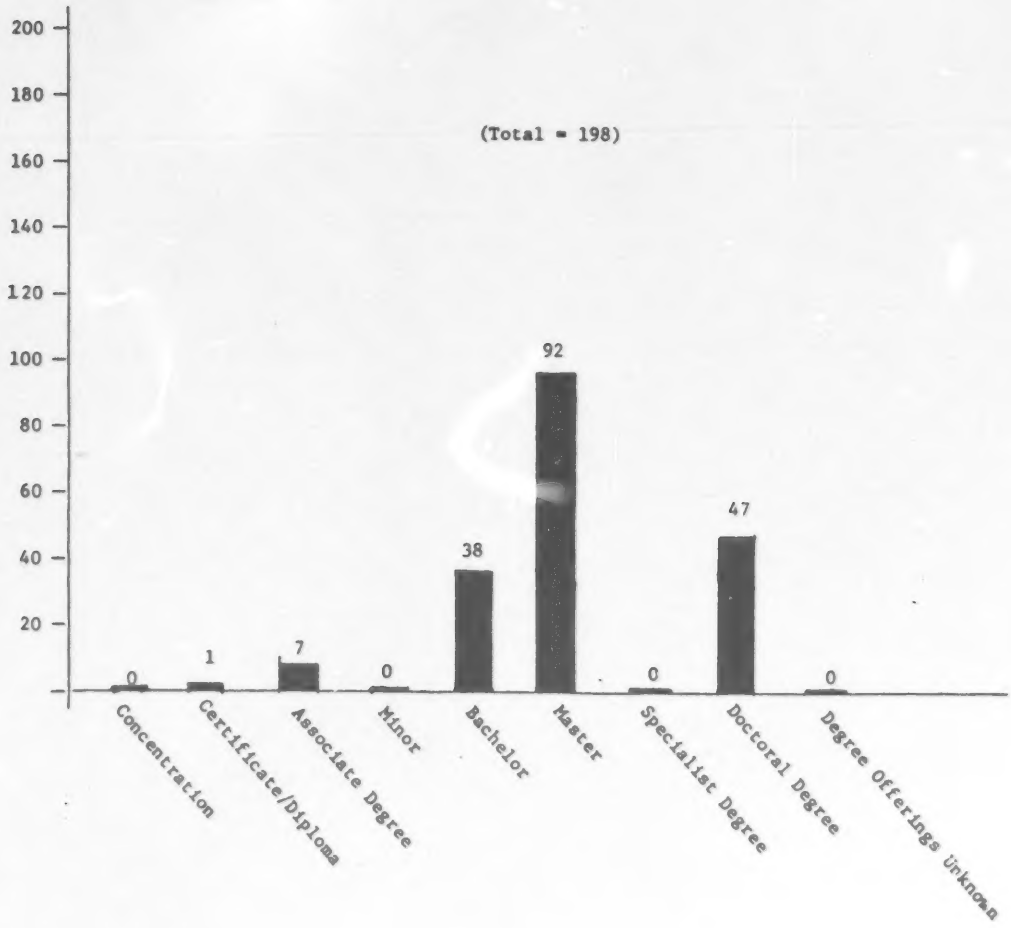


Diagram B

Recreation and Leisure. Degrees offered by 290 institutions of higher education, of which 203 are four year institutions and 87 are two year institutions.

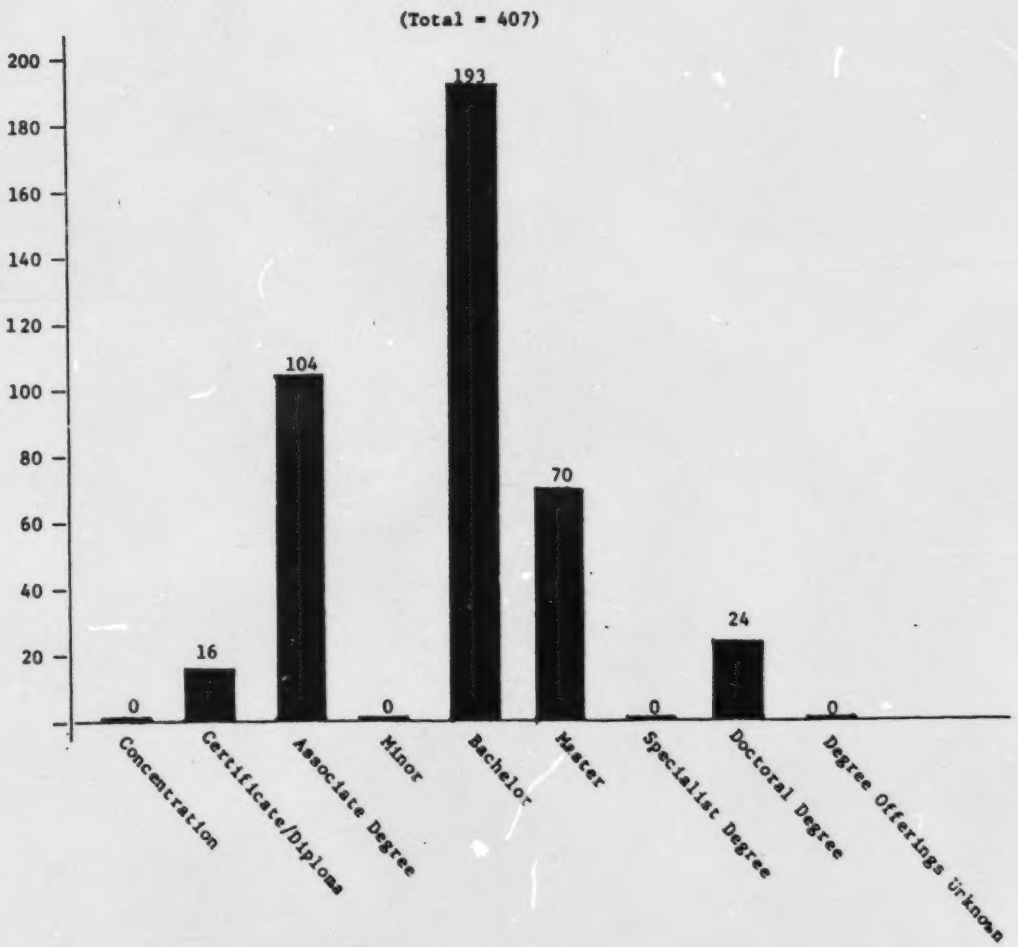


Diagram C

Gerontology and Aging. Degrees offered by 112 institutions of higher education, of which 101 are four year institutions and 11 are two year institutions.

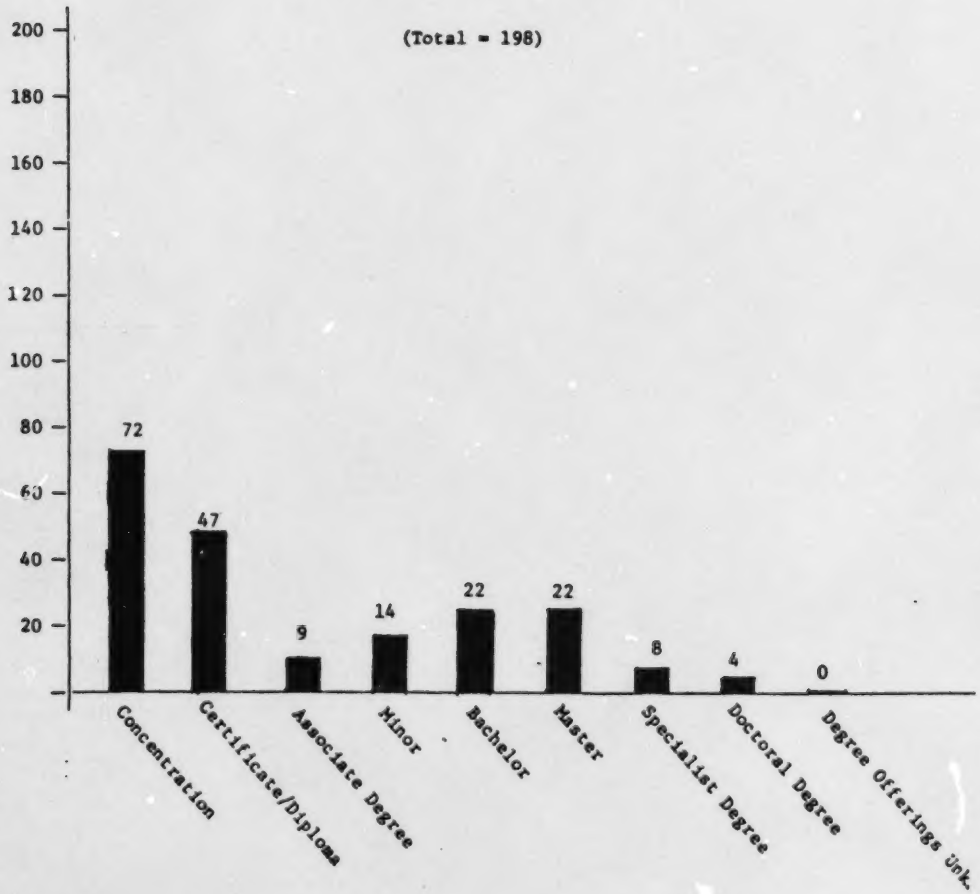


Diagram D

Human Resources/Services. Degrees offered by 77 institutions of higher education, of which 55 are four year institutions and 22 are two year institutions.

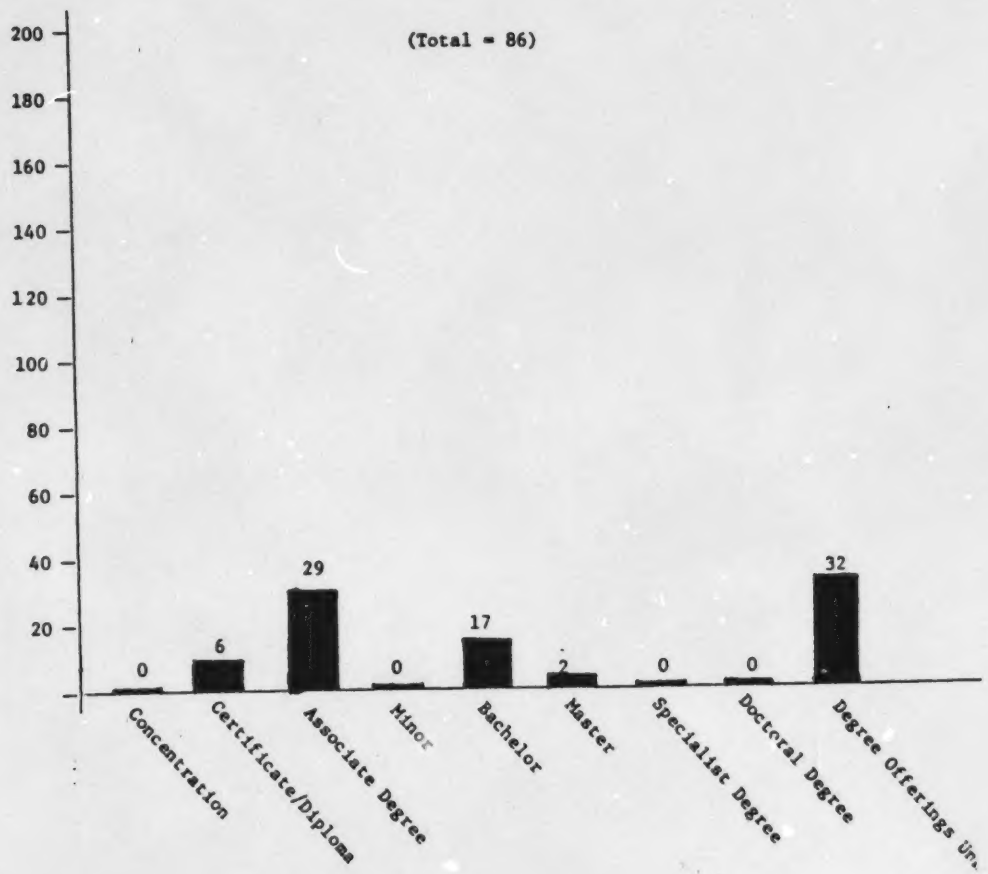


**Diagram E**

Community Studies. Degrees offered by 52 institutions of higher education, of which 47 are four year institutions and 5 are two year institutions.

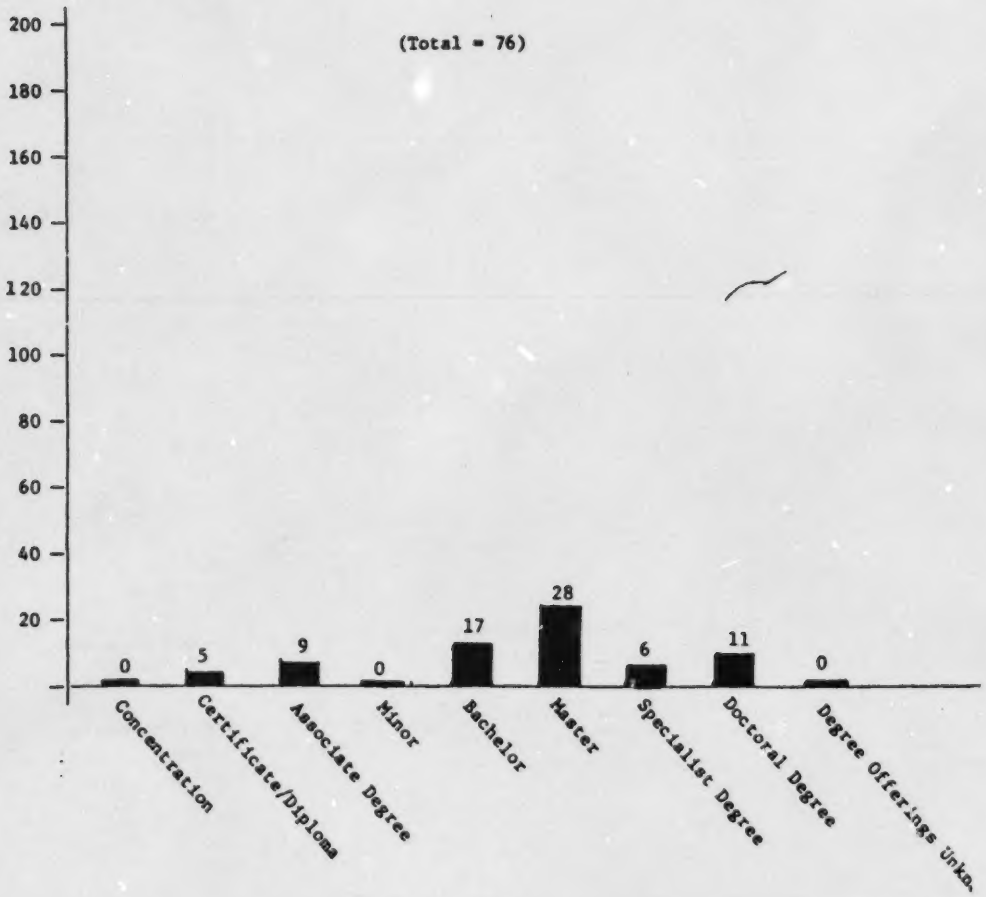


Diagram F

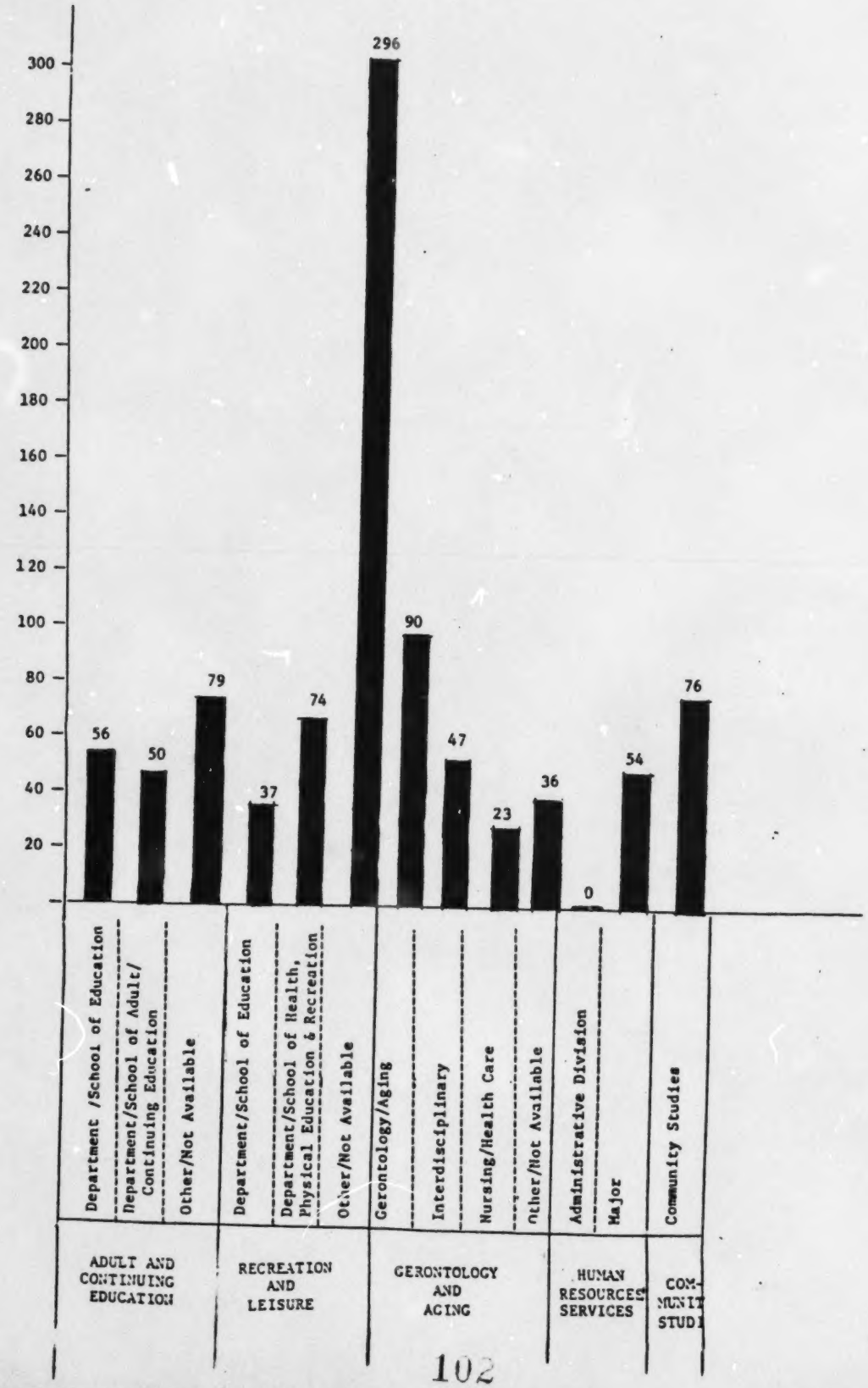
Total Number and Types of Degrees Offered

| | | Concentration | Certificate | Associate | Minor | Bachelor | Master | Specialist | Doctorate | Degrees Unknown | Total Degrees | | 4 year IHEs | 2 year IHEs |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ADULT AND CONTINUING EDUCATION | Department /School of Education | 0 | 0 | 0 | 0 | 3 | 31 | 0 | 22 | 0 | 56 | 185 | 31 | - |
| | Department/School of Adult/ Continuing Education | 0 | 0 | 1 | 0 | 5 | 28 | 0 | 15 | 0 | 50 | | 28 | - |
| | Other/Not Available | 0 | 1 | 6 | 0 | 29 | 33 | 0 | 10 | 0 | 79 | | 58 | 6 |
| RECREATION AND LEISURE | Department/School of Education | 0 | 0 | 1 | 0 | 18 | 14 | 0 | 4 | 0 | 37 | 407 | 18 | - |
| | Department/School of Health, Physical Education & Recreation | 0 | 0 | 6 | 0 | 39 | 21 | 0 | 8 | 0 | 74 | | 43 | 3 |
| | Other/Not Available | 0 | 16 | 97 | 0 | 136 | 35 | 0 | 12 | 0 | 296 | | 229 | 84 |
| GERONTOLOGY AND AGING | Gerontology/Aging | 25 | 25 | 7 | 10 | 12 | 9 | 2 | 0 | 0 | 90 | 198 | 65 | 9 |
| | Interdisciplinary | 7 | 19 | 2 | 4 | 7 | 5 | 3 | 2 | 0 | 49 | | 34 | - |
| | Nursing/Health Care | 17 | 1 | 0 | 0 | 1 | 3 | 1 | 0 | 0 | 23 | | 21 | 1 |
| | Other/Not Available | 23 | 2 | 0 | 0 | 2 | 5 | 2 | 2 | 0 | 36 | | 30 | 1 |
| HUMAN RESOURCES SERVICES | Administrative Division | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 13 | 86 | 13 | 1 |
| | Major | 0 | 6 | 29 | 0 | 17 | 2 | 0 | 0 | 19 | 73 | | 64 | 21 |
| COMMUNITY STUDIES | Community Studies | 0 | 5 | 9 | 0 | 17 | 28 | 6 | 11 | 0 | 76 | | 52 | 5 |
| | Total | 72 | 75 | 158 | 14 | 287 | 214 | 14 | 86 | 32 | | | | |

Diagram G

Total Degrees by Discipline

(Total - 920)



## Diagram H

Numbers of specific degrees, by state, offered in the respective fields.

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| ALABAMA | 0 | B-1<br>M-1<br>D1 | 0 | B-1 | A-2<br>B-3 | 0 | 0 | R-1<br>S-1 | N-1 | N-1 | U-1 | U-1 | C-1<br>M-1 |
| ARIZONA | B-1<br>M-1<br>D-1 | M-1 | 0 | 0 | 0 | A-1<br>B-3<br>M-2 | N-1<br>C-1 | 0 | S-1<br>N-1 | N-1 | 0 | 0 | M-1<br>S-1<br>D-1 |
| ARKANSAS | N-1 | 0 | 0 | 0 | 0 | A-1<br>B-1<br>M-1 | C-1<br>B-1<br>M-1 | 0 | 0 | 0 | 0 | 0 | 0 |
| CALIFORNIA | M-2<br>D-2 | M-1 | M-2 | B-2<br>M-1 | A-1<br>B-3<br>M-3 | C-10<br>A-22<br>B-13<br>M- 5 | N-1<br>C-5<br>A-2<br>B-1<br>M-2 | B-1 | N-1 | N-4 | 0 | C-2<br>A-3<br>B-5<br>M-1 | C-2<br>A-1<br>B-2<br>M-1 |
| COLORADO | M-1 | 0 | 0 | 0 | 0 | A-2<br>B-4<br>M-1<br>D-1 | B-1<br>M-1 | N-1<br>C-1<br>D-1 | 0 | 0 | 0 | B-1 | M-1 |
| CONNECTICUT | M-1<br>D-1 | 0 | 0 | B-1<br>M-1<br>D-1 | B-1<br>M-1 | A-3<br>B-1 | N-1<br>C-1 | A-1<br>R-1<br>B-1 | N-1<br>M-1 | M-1 | 0 | A-2<br>B-1 | M-1<br>D-1 |
| DELAWARE | 0 | 0 | 0 | 0 | 0 | B-1 | 0 | 0 | 0 | 0 | 0 | 0 | M-1 |
| DISTRICT OF COLUMBIA | M-1<br>D-1 | B-1<br>M-2 | 0 | 0 | 0 | 0 | M-1 | 0 | M-1 | N-1 | U-1 | 0 | C-1<br>A-1<br>B-1 |
| FLORIDA | M-1 | M-2<br>D-2 | C-1<br>M-1 | B-1<br>M-1<br>D-1 | B-1 | A-4 | M-1 | C-3 | 0 | 0 | 0 | A-3<br>U-1 | 0 |
| GEORGIA | 0 | A-1<br>B-1<br>M-2<br>D-1 | 0 | B-2<br>M-2<br>D-1 | 0 | A-5<br>B-2 | 0 | C-1 | 0 | N-1 | 0 | 0 | 0 |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDIES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| HAWAII | 0 | 0 | 0 | 0 | 0 | C-1<br>A-1<br>B-1 | N-1 | 0 | 0 | 0 | 0 | A-1 | M-1 |
| IDAHO | 0 | 0 | 0 | B-1 | 0 | B-1 | N-1 | 0 | 0 | 0 | 0 | 0 | 0 |
| ILLINOIS | M-3<br>D-2 | 0 | A-2 | B-1<br>M-1 | B-3<br>M-1 | C-2<br>A-7<br>B-5<br>M-2<br>D-1 | C-1<br>R-1<br>M-1 | N-1 | 0 | 0 | 0 | C-1<br>A-1<br>U-4 | M-1 |
| INDIANA | 0 | M-2<br>D-1 | A-1<br>B-2<br>M-1 | 0 | B-3<br>M-2<br>D-2 | A-3<br>B-3 | B-1 | R-1<br>M-1<br>D-1 | 0 | 0 | 0 | 0 | A-1<br>B-1<br>M-1 |
| IOWA | B-1<br>M-2<br>D-2 | 0 | 0 | B-1 | B-1 | A-4<br>B-7<br>M-1 | 0 | C-1 | 0 | 0 | 0 | 0 | A-2 |
| KANSAS | 0 | B-1<br>M-1<br>D-1 | 0 | 0 | B-1 | A-3<br>B-5<br>M-1<br>D-1 | N-2<br>R-1 | A-1<br>B-1<br>M-1 | 0 | 0 | 0 | 0 | 0 |
| KENTUCKY | 0 | M-1 | 0 | A-1<br>B-3<br>M-3 | 0 | A-3<br>B-3 | N-1<br>R-1 | 0 | 0 | 0 | 0 | A-2 | M-2 |
| LOUSIANA | 0 | 0 | M-2<br>D-2 | 0 | 0 | B-3<br>M-1 | R-1 | N-1<br>C-1 | 0 | 0 | 0 | 0 | 0 |
| MAINE | M-1 | 0 | 0 | 0 | 0 | A-2<br>B-1 | 0 | 0 | 0 | 0 | 0 | A-1<br>B-2 | 0 |
| MARYLAND | 0 | M-1 | B-2<br>M-2<br>D-1 | 0 | A-2<br>B-1<br>M-1<br>D-1 | C-1<br>A-4<br>B-2 | N-1<br>A-1 | N-1<br>C-1 | 0 | N-1<br>M-2<br>S-1 | 0 | A-1 | 0 |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDIES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| MASSACHUSETTS | M-1<br>D-1 | 0 | 0 | 0 | 0 | A-6<br>B-4<br>M-2<br>D-1 | C-1<br>R-1 | 0 | N-2 | N-2 | 0 | A-1<br>U-2 | A-1<br>M-1 |
| MICHIGAN | M-3<br>D-3 | 0 | 0 | B-1<br>M-1<br>D-1 | B-2<br>M-1 | C-1<br>A-4<br>B-8<br>M-2<br>D-1 | C-3<br>A-2<br>R-1<br>B-1<br>S-1 | S-1 | N-1 | 0 | U-1 | &-1 | B-1<br>M-3<br>S-2<br>D-1 |
| MINNESOTA | M-1<br>D-1 | 0 | 0 | 0 | A-1<br>B-3<br>M-1<br>D-1 | A-4<br>B-1 | N-2<br>C-2 | 0 | 0 | N-1<br>C-1<br>S-1 | 0 | U-1 | B-1 |
| MISSISSIPPI | 0 | M-1<br>D-1 | B-1<br>M-1<br>D-1 | 0 | B-1<br>M-1 | B-2 | C-1<br>B-1 | 0 | 0 | 0 | 0 | 0 | 0 |
| MISSOURI | 0 | M-1<br>D-1 | M-1 | B-1<br>M-1 | B-2 | A-2<br>B-7<br>M-1 | N-3 | C-1 | 0 | N-1 | 0 | A-1<br>M-1<br>U-1 | M-1 |
| MONTANA | 0 | 0 | B-1<br>B-1<br>D-1 | 0 | B-1<br>M-1 | B-1 | 0 | 0 | 0 | 0 | 0 | A-1 | M-1 |
| NEBRASKA | 0 | M-1<br>D-1 | B-1<br>M-1 | 0 | B-1 | A-2<br>B-7 | 0 | S-1 | 0 | 0 | 0 | 0 | D-1 |
| NEVADA | 0 | 0 | 0 | 0 | 0 | A-1<br>B-1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NEW HAMPSHIRE | 0 | 0 | B-1 | 0 | 0 | A-1<br>B-2 | B-1 | 0 | 0 | 0 | 0 | 0 | 0 |
| NEW JERSEY | 0 | 0 | 0 | 0 | 0 | C-1<br>A-1<br>B-3<br>M-1 | C-1 | N-1<br>C-1 | N-1 | 0 | 0 | A-1 | A-1<br>B-1 |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDIES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| NEW MEXICO | 0 | 0 | A-1<br>B-1 | 0 | 0 | B-2<br>M-1<br>D-1 | 0 | 0 | 0 | 0 | 0 | A-1<br>B-1 | M-1 |
| NEW YORK | M-2<br>D-2 | B-1<br>M-4<br>D-1 | B-3<br>M-2<br>D-1 | 0<br>0 | A-1<br>B-3<br>M-2 | A-1<br>B-3<br>M-2<br>D-1 | N-3<br>C-2<br>B-2 | N-1<br>C-3 | N-1 | M-1<br>D-1 | U-1 | C-2<br>A-5<br>B-1<br>U-4 | A-1<br>B-1<br>M-2<br>D-1 |
| NORTH CAROLINA | M-1<br>D-1 | M-1<br>D-1 | B-2<br>M-1 | 0 | B-1 | B-5<br>M-2<br>D-1 | 0 | 0 | 0 | N-1 | U-2 | 0 | B-1<br>M-1 |
| NORTH DAKOTA | 0 | 0 | 0 | 0 | 0 | B-1 | 0 | 0 | 0 | 0 | U-1 | 0 | 0 |
| OHIO | M-1<br>D-1 | 0 | B-3 | 0 | B-1 | A-1<br>B-4 | N-1<br>C-1<br>B-1 | B-1<br>M-1 | N-3 | N-2<br>C-1<br>D-1 | U-1 | 0 | 0 |
| OKLAHOMA | 0 | 0 | 0 | 0 | B-1 | B-1 | N-1 | 0 | 0 | 0 | 0 | 0 | M-1<br>S-1<br>D-1 |
| OREGON | B-1<br>M-1<br>D-1 | 0 | 0 | 0 | B-1<br>M-1<br>D-1 | A-1<br>B-1 | N-1<br>R-2<br>B-1 | 0 | N-1 | 0 | 0 | 0 | M-1<br>D-1 |
| PENNSYLVANIA | M-1<br>D-1 | 0 | B-1<br>M-1<br>D-1 | 0 | A-1<br>B-3<br>M-3<br>D-2 | A-1<br>B-1 | N-1<br>R-1 | B-1 | N-2 | N-2 | U-1 | A-2 | B-2 |
| RHODE ISLAND | M-1 | 0 | B-1<br>M-1 | 0 | 0 | 0 | N-1 | C-1 | 0 | 0 | U-1 | 0 | 0 |
| SOUTH CAROLINA | M-1 | 0 | 0 | 0 | 0 | B-1<br>M-1 | C-1 | 0 | 0 | 0 | 0 | 0 | M-1<br>D-1 |
| SOUTH DAKOTA | 0 | 0 | B-1<br>M-1 | 0 | 0 | B-2 | A-1 | 0 | 0 | 0 | 0 | 0 | A-1<br>B-1<br>M-1<br>S-1<br>S-1 |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
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| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDIES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| TENNESSEE | 0 | M-1 | B-1<br>M-2 | B-3<br>M-3 | 0 | B-1 | 0 | 0 | 0 | 0 | 0 | B-1<br>U-1 | 0 |
| TEXAS | M-1<br>D-1 | M-1<br>D-1 | B-4<br>M-4<br>D-3 | 0 | B-3<br>M-3<br>D-1 | B-3<br>M-2<br>D-1 | R-1<br>M-2<br>S-1 | C-1 | C-1<br>B-1<br>M-1 | B-2<br>M-1 | 0 | U-2 | C-1<br>B-1 |
| UTAH | M-1<br>D-1 | 0 | 0 | 0 | 0 | B-2<br>M-2<br>N-1 | C-2<br>B-1 | C-2<br>B-1 | N-1 | N-2 | 0 | 0 | M-1<br>S-1<br>D-1 |
| VERMONT | 0 | 0 | B-1 | 0 | 0 | B-1 | 0 | 0 | 0 | 0 | 0 | A-2<br>B-2 | B-1 |
| VIRGINIA | M-1 | M-1<br>D-1 | B-1 | 0 | 0 | A-1<br>B-4<br>M-1<br>D-1 | N-2<br>C-1 | C-1<br>R-1<br>M-1 | 0 | N-1 | 0 | B-1<br>U-1 | M-1 |
| WASHINGON | 0 | M-1 | A-2<br>M-3 | 0 | B-4 | A-1<br>B-3<br>M-1 | 0 | B-1<br>M-1 | 0 | 0 | U-1 | C-1<br>A-1<br>B-2 | B-2 |
| WEST VIRGINIA | 0 | 0 | M-1 | B-1 | 0 | A-1<br>B-3<br>M-1 | N-1<br>C-1<br>A-1 | 0 | 0 | 0 | 0 | 0 | 0 |
| WISCONSIN | M-1 | M-1<br>D-1 | B-1 | 0 | 0 | B-2<br>M-1<br>D-1 | 0 | N-1<br>C-1 | N-1 | N-2 | U-2 | 0 | B-1<br>M-1 |
| WYOMING | 0 | B-1<br>M-1<br>D-1 | 0 | 0 | 0 | A-2<br>B-1<br>M-1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

## Diagram I

Number of institutions, by state, offering programs in the respective fields

X/Y X=total number of IHE's
Y=number of IHE's, included in X, that are 2 year institutions

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COMMUNITY STUDIES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| ALABAMA | 0 | 1/0 | 5/0 | 0 | 1/0 | 5/2 | 0 | 1/0 | 1/0 | 1/0 | 1/0 | 1/0 | 1/0 |
| ARIZONA | 1/0 | 1/0 | 0 | 0 | 0 | 4/1 | 1/0 | 0 | 2/0 | 1/0 | 0 | 0 | 1/0 |
| ARKANSAS | 1/0 | 0 | 0 | 0 | 0 | 3/1 | 1/0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CALIFORNIA | 2/0 | 1/0 | 2/0 | 2/0 | 4/0 | 37/24 | 5/2 | 1/0 | 1/0 | 4/0 | 0 | 8/2 | 5/1 |
| COLORADO | 1/0 | 0 | 0 | 0 | 0 | 7/1 | 1/0 | 2/0 | 0 | 0 | 0 | 1/0 | 1/0 |
| CONNECTICUT | 1/0 | 0 | 0 | 1/0 | 1/0 | 4/2 | 2/0 | 1/0 | 1/0 | 1/0 | 0 | 3/1 | 1/0 |
| DELAWARE | 0 | 0 | 0 | 0 | 0 | 1/0 | 0 | 0 | 0 | 0 | 0 | 0 | 1/0 |
| DISTRICT OF COLUMBIA | 1/0 | 2/0 | 0 | 0 | 0 | 0 | 1/0 | 0 | 1/0 | 1/0 | 1/0 | 0 | 2/0 |
| FLORIDA | 1/0 | 2/0 | 2/1 | 1/0 | 1/0 | 4/4 | 1/0 | 3/0 | 0 | 0 | 0 | 4/3 | 0 |
| GEORGIA | 0 | 2/0 | 0 | 2/0 | 0 | 6/4 | 0 | 1/0 | 0 | 1/0 | 0 | 0 | 0 |
| HAWAII | 0 | 0 | 0 | 0 | 0 | 2/1 | 1/0 | 0 | 0 | 0 | 0 | 1/1 | 1/0 |
| IDAHO | 0 | 0 | 0 | 1/0 | 0 | 1/0 | 1/1 | 0 | 0 | 0 | 0 | 0 | 0 |
| ILLINOIS | 3/0 | 0 | 2/2 | 1/0 | 3/0 | 12/7 | 1/0 | 1/0 | 0 | 0 | 0 | 5/1 | 1/0 |
| INDIANA | 0 | 2/0 | 2/0 | 0 | 3/0 | 4/1 | 1/0 | 1/0 | 0 | 0 | 0 | 0 | 2/0 |
| IOWA | 2/0 | 0 | 0 | 1/0 | 1/0 | 11/4 | 0 | 1/0 | 0 | 0 | 0 | 0 | 2/1 |
| KANSAS | 0 | 1/0 | 0 | 0 | 1/0 | 8/2 | 3/0 | 1/0 | 0 | 0 | 0 | 0 | 0 |
| KENTUCKY | 0 | 1/0 | 0 | 3/0 | 0 | 5/2 | 2/0 | 0 | 0 | 0 | 0 | 2/1 | 2/0 |
| LOUISIANA | 0 | 0 | 2/0 | 0 | 0 | 3/0 | 1/0 | 1/0 | 0 | 0 | 0 | 0 | 0 |
| MAINE | 1/0 | 0 | 0 | 0 | 0 | 3/0 | 0 | 0 | 0 | 0 | 0 | 3/0 | 0 |
| MARYLAND | 0 | 1/0 | 2/0 | 0 | 3/2 | 6/4 | 2/2 | 2/0 | 0 | 2/0 | 0 | 1/1 | 0 |
| MASSACHUSETTS | 1/0 | 0 | 0 | 0 | 0 | 10/6 | 2/0 | 0 | 2/0 | 2/0 | 0 | 3/1 | 2/1 |
| MICHIGAN | 3/0 | 0 | 0 | 1/0 | 2/0 | 12/4 | 4/1 | 1/0 | 1/1 | 0 | 1/0 | 1/0 | 4/0 |
| MINNESOTA | 1/0 | 0 | 0 | 0 | 3/0 | 5/3 | 3/1 | 0 | 0 | 1/0 | 0 | 1/0 | 1/0 |
| MISSISSIPPI | 0 | 1/0 | 2/0 | 0 | 1/0 | 2/0 | 1/0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MISSOURI | 0 | 1/0 | 1/0 | 1/0 | 2/0 | 8/1 | 3/0 | 1/0 | 0 | 1/0 | 0 | 3/1 | 1/0 |
| MONTANA | 0 | 0 | 2/0 | 0 | 1/0 | 1/0 | 0 | 0 | 0 | 0 | 0 | 1/0 | 1/0 |
| TOTAL | 19 | 16 | 22 | 14 | 27 | 163 | 37 | 18 | 9 | 15 | 3 | 38 | 29 |
| 2 YEAR ONLY | 0 | 0 | 3 | 0 | 2 | 74 | 7 | 0 | 1 | 0 | 0 | 12 | 3 |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDIES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| NEBRASKA | 0 | 1/0 | 2/0 | 0 | 1/0 | 8/1 | 0 | 1/0 | 0 | 0 | 0 | 0 | 1/0 |
| NEVADA | 0 | 0 | 0 | 0 | 0 | 2/1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NEW HAMPSHIRE | 0 | 0 | 1/0 | 0 | 0 | 2/1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NEW JERSEY | 0 | 0 | 0 | 0 | 0 | 5/1 | 1/0 | 1/0 | 1/0 | 0 | 0 | 1/1 | 2/1 |
| NEW MEXICO | 0 | 0 | 2/1 | 0 | 0 | 2/0 | 0 | 0 | 0 | 0 | 0 | 1/0 | 1/0 |
| NEW YORK | 2/0 | 4/0 | 4/0 | 0 | 4/1 | 4/0 | 5/1 | 4/0 | 1/0 | 2/0 | 1/0 | 10/5 | 3/1 |
| NORTH CAROLINA | 1/0 | 1/0 | 2/0 | 0 | 1/0 | 5/0 | 0 | 0 | 0 | 1/1 | 2/0 | 0 | 2/0 |
| NORTH DAKOTA | 0 | 0 | 0 | 0 | 0 | 1/1 | 0 | 0 | 0 | 0 | 1/1 | 0 | 0 |
| OHIO | 1/0 | 0 | 3/0 | 0 | 1/0 | 4/0 | 3/0 | 1/0 | 3/0 | 2/0 | 1/0 | 0 | 0 |
| OKLAHOMA | 0 | 0 | 0 | 0 | 1/0 | 1/0 | 1/0 | 0 | 0 | 0 | 0 | 0 | 1/0 |
| OREGON | 1/0 | 0 | 0 | 0 | 1/0 | 2/1 | 3/0 | 0 | 1/0 | 0 | 0 | 0 | 1/0 |
| PENNSYLVANIA | 1/0 | 0 | 2/0 | 0 | 3/0 | 2/1 | 2/0 | 1/0 | 2/0 | 2/0 | 1/0 | 2/2 | 2/0 |
| RHODE ISLAND | 1/0 | 0 | 1/0 | 0 | 0 | 0 | 1/0 | 1/0 | 0 | 0 | 1/0 | 0 | 0 |
| SOUTH CAROLINA | 1/0 | 0 | 0 | 0 | 0 | 1/0 | 1/0 | 0 | 0 | 0 | 0 | 0 | 1/0 |
| SOUTH DAKOTA | 0 | 0 | 2/0 | 0 | 0 | 2/0 | 1/0 | 0 | 0 | 0 | 0 | 0 | 2/0 |
| TENNESSEE | 0 | 1/0 | 3/0 | 3/0 | 0 | 1/0 | 0 | 0 | 0 | 0 | 0 | 2/0 | 0 |
| TEXAS | 1/0 | 1/0 | 5/0 | 0 | 3/0 | 3/0 | 2/0 | 1/0 | 2/0 | 3/0 | 0 | 2/0 | 1/0 |
| UTAH | 1/0 | 0 | 0 | 0 | 0 | 2/0 | 3/0 | 2/0 | 1/0 | 2/0 | 0 | 0 | 1/0 |
| VERMONT | 0 | 0 | 1/0 | 0 | 0 | 1/0 | 0 | 0 | 0 | 0 | 0 | 3/0 | 1/0 |
| VIRGINIA | 1/0 | 1/0 | 1/0 | 0 | 0 | 5/1 | 2/0 | 2/0 | 0 | 1/0 | 0 | 2/0 | 1/0 |
| WASHINGTON | 0 | 1/0 | 5/2 | 0 | 1/0 | 4/1 | 0 | 1/0 | 0 | 0 | 1/0 | 3/1 | 2/0 |
| WEST VIRGINIA | 0 | 0 | 1/0 | 1/0 | 0 | 3/0 | 2/1 | 0 | 0 | 0 | 0 | 0 | 0 |
| WISCONSIN | 1/0 | 1/0 | 1/0 | 0 | 0 | 2/0 | 0 | 1/0 | 1/0 | 2/0 | 2/0 | 0 | 1/0 |
| WYOMING | 0 | 1/0 | 0 | 0 | 0 | 3/2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 12 | 12 | 36 | 4 | 16 | 66 | 28 | 16 | 12 | 15 | 10 | 26 | 23 |
| 2 YEAR ONLY | 0 | 0 | 3 | 0 | 1 | 10 | | 0 | 0 | 1 | 1 | 9 | 2 |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

The Survey

## Explanation of Symbols

| | |
|---|---|
| * | identifies community colleges or junior colleges |
| A | an associate degree which may be granted by both two and four year institutions of higher education, and may be applied to a baccalaureate degree |
| B | the baccalaureate degree offered by four year institutions of higher education, usually the Bachelor of Arts degree |
| C | the certificate or diploma course of study, which is non-degree and is of short duration |
| D | the doctoral level degree, usually the Doctor of Philosophy degree |
| M | the masters level degree, beyond the baccalaureate, usually the Master of Arts degree |
| N | a group of courses designated to be a concentration, which is non-degree and usually requires fewer courses than needed for a certificate |
| R | a minor course of study, which is usually port of a baccalaureate degree and requires fewer courses than needed for a major course of study |
| S | other programs leading to a professional credential beyond the master degree level, most often called the Six-Year Certificate or the Specialist degree |
| U | programs in Human Resources that are known to exist as administrative units or as major courses of study, for which specific degree offerings are unknown |

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| **Alabama** | | | | | | | | | | | | | |
| Alabama A & M University | | | B,M | | | | | | | | | | |
| Alabama State University | | | M | | | B | | | | | | U | |
| Auburn University | | B,M,D | | | | B | | | | | | | |
| *Jefferson State Jr. College | | | | | | A | | | | | | | |
| *Lawson State Community College | | | | | | A | | | | | | | |
| Livingston University | | | M | | | | | | | | | | |
| Tuskegee Institute | | | M | | | | | | | | U | | |
| University of Alabama | | | M | | B | | | R,S | M | N | | | C,M |
| University of South Alabama | | | | | | B | | | | | | | |
| **Arizona** | | | | | | | | | | | | | |
| Arizona State University | B,M,D | | | | | B,M | N,C | | S | | | | M,S,D |
| Northern Arizona University | | | | | | B | | | | | | | |
| *Pima Community College | | | | | | A | | | | | | | |
| University of Arizona | | M | | | | B,M | | | N | N | | | |
| **Arkansas** | | | | | | | | | | | | | |
| Arkansas Technical University | | | | | | B | | | | | | | |
| *Garland Co. Community College | | | | | | A | | | | | | | |
| University of Arkansas Little Rock | M | | | | | M | C,B,M | | | | | | |
| **California** | | | | | | | | | | | | | |
| *American River College | | | | | A | | | | | | | A | |
| Azusa Pacific College | | | M | | | | | | | | | | |
| *Bakersfield College | | | | | | | | | | | | | C |

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A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
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| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | | HUMAN RESOURCES SERVICES | | COMMUNITY STUDIES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | | Administrative Division | Major | Community Studies |
| California (cont) | | | | | | | | | | | | | | |
| California Polytechnic State U | | | | | | | | | | | | | | |
| San Luis Obispo | | | | | | B | | | | | | | | |
| California State College | | | | | | | | | | | | | | |
| Dominguez Hills | | | | | | B | | | | | | | B | |
| San Bernardino | | | | | | | | | | | | | B | |
| Stanislaus | | | | | | B | | | | | | | | |
| California State Polytechnic U | | | | | | | | | | | | | | |
| Pomona | | | | | | B | | | | | | | | |
| California State University | | | | | | | | | | | | | | |
| Chico | | | | | | B,M | N,C | | | | | | | B |
| Fresno | | | M | | | B | | | | | | | | |
| Fullerton | | | | | | | | | | | | | B | |
| Hayward | | | | B | | | | | | | | | | |
| Long Beach | | | | | | B,M | | | | | | | | |
| Los Angeles | | | | | | B,M | | | | | | | | |
| Northridge | | | | | | B,M | | | | | | | | |
| Sacramento | | | | | B,M | | | | | | | | | |
| *College of the Canyons | | | | | | A | | | | | | | | |
| *College of the Redwoods | | | | | | A | | | | | | | | |
| *College of the Siskiyous | | | | | | C,A | | | | | | | | |
| *Compton Community College | | | | | | C,A | | | | | | | | |
| *Crafton Hills College | | | | | | C,A | C,A | | | | | | | |
| *El Camino College | | | | | | A | | | | | | | | |
| *Evergreen Valley College | | | | | | | | | | | | | C,A | |
| *Foothill College | | | | | | A | | | | | | | | |
| *Fresno City College | | | | | | A | | | | | | | | |
| *Glendale Community College | | | | | | C,A | | | | | | | | |
| Golden Gate University | | | | | | | | | | | | | B | |
| *Golden West College | | | | | | A | | | | | | | | |

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A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
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| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT. STUDII |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| California (cont) | | | | | | | | | | | | | |
| *Grossmont Community College | | | | | | A | | | | | | | |
| *Hartnell College | | | | | | C | | | | | | | |
| Holy Names College | | | | | | B | C,M | | | | | | |
| *Lake Tahoe Community College | | | | | | A | | | | | | | |
| *Mendocino College | | | | | | A | | | | | | | |
| *Merritt College | | | | | | A | | | | | | | |
| *Modesto Junior College | | | | | | A | | | | | | | |
| *Monterey Peninsula Jr. College | | | | | | C,A | | | | | | | |
| Mount St. Mary's College | | | | | | | | B | | N | | | |
| *Mount San Jacinto College | | | | | | C,A | | | | | | | |
| Pacific Union College | | | | | | B | | | | | | | |
| *Palomar College | | | | | | C | A,C | | | | | | |
| Pepperdine University | | | | | | B | | | | | | B,M | |
| *Riverside City College | | | | | | | | | | | | | C,A |
| *San Diego City College | | | | | | C,A | | | | | | | |
| San Diego State University | | | | | | B,M | | | | | | | |
| San Francisco State College | | M | | | | | | | | | | | |
| San Francisco State University | | | | | B,M | | | | | | | | |
| San Jose State University | | | | | B,M | | | | | | | | |
| *Santa Ana College | | | | | | A | | | | | | C,A | |
| *Santa Monica College | | | | | | A | | | | | | | |
| *Skyline College | | | | | | A | | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| California (cont) | | | | | | | | | | | | | | |
| University of California | | | | | | | | | | | | | | |
| Berkeley | M,D | | | | | | | | | | | | | |
| Davis | | | | | | | | | | | | | | M |
| Los Angeles | M,D | | | | | | | | | | | | | |
| San Francisco | | | | | | | | | | N | N | | | |
| Santa Cruz | | | | | | | | | | | | | | B |
| University of the Pacific | | | | | B,M | | | | | | | | | |
| University of Santa Clara | | | | | | | | | | | N | | | |
| University of Southern Calif. | | | | | | | | C,B,M | | | N | | | |
| *Ventura College | | | | | | | C,A | | | | | | | |
| Colorado | | | | | | | | | | | | | | |
| *Colorado Mountain College | | | | | | | A | | | | | | | |
| Colorado State University | M | | | | | | B,M,D | | | | | | | M |
| Colorado Women's College | | | | | | | B | | | | | | | |
| Mesa College | | | | | | | A | | | | | | B | |
| University of Colorado | | | | | | | B | | | | | | | |
| University of Denver | | | | | | | | | N,C | | | | | |
| University of Northern Colorado | | | | | | | B | B,M | D | | | | | |
| Connecticut | | | | | | | | | | | | | | |
| *Northwestern Connecticut Community College | | | | | | | A | | | | | | | |
| *Norwalk Community College | | | | | | | A | | | | | | | |
| Post College | | | | | | | A | | | | | | A | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| **Connecticut (cont)** | | | | | | | | | | | | | |
| *Quinebaug Valley Community College | | | | | | | | | | | | A | |
| Quinnipiac College | | | | | | | | | | | | B | |
| Southern Connecticut State College | | | | | B,M | | | | | | | | |
| University of Bridgeport | | | | | | B | C | A,R,B | | | | | |
| University of Connecticut | M,D | | | B,M,D | | | N | | N,M | M | | | M,D |
| **Delaware** | | | | | | | | | | | | | |
| Delaware State College | | | | | | B | | | | | | | |
| University of Delaware | | | | | | | | | | | | | M |
| **District of Columbia** | | | | | | | | | | | | | |
| The American University | | | | | | | | | | | | | C |
| George Washington University | M,D | | | | | | M | | M | N | U | | |
| Howard University | | M | | | | | | | | | | | |
| University of the District of Columbia | | B,M | | | | | | | | | | | A,B |
| **Florida** | | | | | | | | | | | | | |
| *Broward Community College | | | | | | A | | | | | | | |
| *Daytona Beach Community College | | | | | | A | | | | | | | |
| Florida A & M University | | | M | | | | | | | | | | |
| Florida Atlantic University | | M,D | | | | | | | | | | | |
| Florida State University | | M,D | | B,M,D | | | | C | | | | | |
| *Hillsborough Community College | | | | | | | | | | | | A | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| Florida (cont) | | | | | | | | | | | | | | |
| *Miami-Dade Community College | | | | | | | A | | | | | | | |
| *Pensacola Jr. College | | | | | | | | | | | | | A | |
| *St. Petersburg Jr. College | | | | | | | A | | | | | | A | |
| University of Florida | | | | | | B | | | C | | | | | |
| University of Miami | | | | | | | | | C | | | | U | |
| University of South Florida | M | | | | | | | M | | | | | | |
| *Valencia Community College | | | | C | | | | | | | | | | |
| Georgia | | | | | | | | | | | | | | |
| Columbus College | | | | | | | A,B | | | | | | | |
| *DeKalb Community College | | | | | | | A | | | | | | | |
| *Gainesville Jr. College | | | | | | | A | | | | | | | |
| Georgia Southern College | | A,B,M | | | B,M | | | | | | | | | |
| Georgia State University | | | | | | | | | C | | N | | | |
| Shorter College | | | | | | | B | | | | | | | |
| *South Georgia College | | | | | | | A | | | | | | | |
| University of Georgia | | M,D | | | B,M,D | | | | | | | | | |
| *Young Harris College | | | | | | | A | | | | | | | |
| Hawaii | | | | | | | | | | | | | | |
| *Honolulu Community College | | | | | | | | | | | | | A | |
| *Leeward Community College | | | | | | | C,A | | | | | | | |
| University of Hawaii Manoa | | | | | | | B | N | | | | | | M |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| Idaho | | | | | | | | | | | | | |
| *College of Southern Idaho | | | | | | | N | | | | | | |
| Idaho State University | | | | | | B | | | | | | | |
| University of Idaho | | | | B | | | | | | | | | |
| Illinois | | | | | | | | | | | | | |
| *Chicago City College | | | | | | C,A | | | | | | | |
| *College of Du Page | | | | | | | | | | | | C,A | |
| Eastern Illinois University | | | | | B | | | | | | | | |
| *Felician College | | | A | | | | | | | | | | |
| George Williams College | | | | | | B,M | | | | | | | |
| Governors State University | | | | | | | | | | | | U | |
| Greenville College | | | | | | B | | | | | | | |
| Illinois State University | | | | | B | | | | | | | | |
| *Illinois Valley Community Coll | | | | | | A | | | | | | | |
| *Moraine Valley Community Coll. | | | | | | A | | | | | | | |
| National College of Education | | | | | | | | | | | | U | |
| Northern Illinois University | M | | | | | | | | | | | | |
| Northwestern University | | | | | | | | | | | | U | |
| *Parkland College | | | | | | A | | | | | | | |
| Rockford College | | | | | | B | | | | | | | |
| *Rock Valley College | | | | | | C,A | | | | | | | |
| Sangamon State University | | | | | | | C,R,M | | | | | | |
| *Southeastern Illinois College | | | A | | | | | | | | | | |

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A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDIE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| Illinois (cont) | | | | | | | | | | | | | |
| Southern Illinois University | | | | | | | | | | | | | |
| Carbondale | | | | B,M | | | | N | | | | U | M |
| Edwardsville | | | | | | B | | | | | | | |
| *Triton College | | | | | | A | | | | | | | |
| University of Chicago | M,D | | | | | | | | | | | | |
| University of Illinois | | | | | | | | | | | | | |
| Urbana-Champaign | M,D | | | | | B,M,D | | | | | | | |
| Western Illinois University | | | | | B,M | | | | | | | | |
| *William Rainey Harper College | | | | | | A | | | | | | | |
| Indiana | | | | | | | | | | | | | |
| Ball State University | | M | | | | | | R,M,D | | | | | M |
| Calumet College | | | | | | | | | | | | | A,B |
| Indiana Institute of Technology | | | | | | A,B | | | | | | | |
| Indiana Northern University | | | | | | A,B | | | | | | | |
| Indiana State University | | | | | B | | | | | | | | |
| Indiana University | | | | | | | | | | | | | |
| Bloomington | | M,D | | | B,M,D | | | | | | | | |
| Manchester College | | | | | | B | | | | | | | |
| Purdue University | | | | | B,M,D | | | | | | | | |
| Tri-State University | | | B | | | | | | | | | | |
| University of Evansville | | | A,B,M | | | | B | | | | | | |
| *Vincennes University | | | | | | A | | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| Iowa | | | | | | | | | | | | | | |
| Drake University | | | | | | B | | | | | | | | |
| Graceland College | | | | | | | B | | | | | | | |
| *Indian Hills Community College | | | | | | | A | | | | | | | |
| *Iowa Central Community College | | | | | | | | | | | | | | A |
| Iowa State University of Science & Technology | B,M,D | | | | B | | | | | | | | | |
| Iowa Wesleyan College | | | | | | | B | | | | | | | |
| *Iowa Western Community College | | | | | | | | | | | | | | A |
| *Marshalltown Community College | | | | | | | A | | | | | | | |
| *Muscatine Community College | | | | | | | A | | | | | | | |
| *Ottumwa Heights College | | | | | | | A | | | | | | | |
| Simpson College | | | | | | | B | | | | | | | |
| University of Iowa | M,D | | | | | | B,M | | C | | | | | |
| University of Northern Iowa | | | | | | | B | | | | | | | |
| Upper Iowa University | | | | | | | B | | | | | | | |
| William Penn College | | | | | | | B | | | | | | | |
| Kansas | | | | | | | | | | | | | | |
| Bethany College | | | | | | | B | | | | | | | |
| *Dodge City Community Jr. Coll. | | | | | | | A | | | | | | | |
| Emporia State University | | | | | | | B | | | | | | | |
| *Hutchinson Community Jr College | | | | | | | A | | | | | | | |
| Kansas State University | | B,M,D | | | | | B,M,D | R | | | | | | |
| Ottawa University | | | | | | | B | | | | | | | |
| Pittsburg State University | | | | | | | B | | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
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| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| Kansas (cont) | | | | | | | | | | | | | |
| St. Mary College | | | | | | A | | | | | | | |
| University of Kansas | | | | | | | N | | | | | | |
| Washburn University of Topeka | | | | | B | | | | | | | | |
| Wichita State University | | | | | | | N | A,B,M | | | | | |
| Kentucky | | | | | | | | | | | | | |
| *Ashland Community College | | | | | | A | | | | | | | |
| Eastern Kentucky University | | | | A,B,M | | | | | | | | | |
| *Hazard Community College | | | | | | | | | | | | A | |
| Kentucky State University | | | | | | | R | | | | | | |
| Morehead State University | | M | | B,M | | | | | | | | | M |
| Murray State University | | | | | | B | | | | | | | |
| Northern Kentucky University | | | | | | | | | | | | A | |
| *Sue Bennett College | | | | | | A | | | | | | | |
| University of Kentucky | | | | | | B | N | | | | | | |
| University of Louisville | | | | | | A,B | | | | | | | M |
| Western Kentucky University | | | | B,M | | | | | | | | | |
| Louisiana | | | | | | | | | | | | | |
| Grambling State University | | | | | | B | | | | | | | |
| Louisiana State University and A&M College | | | | | | | | | | | | | |
| Baton Rouge | | | M,D | | | | | | | | | | |
| New Orleans Baptist Theological Seminary | | | M,D | | | | | | | | | | |
| Northeast Louisiana University | | | | | | | R | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| Louisiana (cont) | | | | | | | | | | | | | |
| Northwestern State University | | | | | | B,M | | | | | | | |
| Southern University A & M Coll. | | | | | | | | | | | | | |
| Baton Rouge | | | | | | B | | | | | | | |
| New Orleans | | | | | | | | N,C | | | | | |
| Maine | | | | | | | | | | | | | |
| Nasson College | | | | | | | | | | | | B | |
| St. Francis College | | | | | | / | | | | | | B | |
| Thomas College | | | | | | B | | | | | | | |
| Unity College | | | | | | A | | | | | | | |
| University of Maine | | | | | | | | | | | | | |
| Bangor | | | | | | | | | | | | A | |
| Gorham | M | | | | | | | | | | | | |
| Presque Isle | | | | | | A | | | | | | | |
| Maryland | | | | | | | | | | | | | |
| *Allegany Community College | | | | | A | | | | | | | | |
| *Anne Arundel Community College | | | | | | | | | | | | A | |
| Antioch College | | | | | | | | | | M,S | | | |
| *Catonsville Community College | | | | | | A | | | | | | | |
| *Chesapeake College | | | | | A | | | | | | | | |
| *Community College of Baltimore | | | | | | C,A | A | | | | | | |
| Coppin State College | | | B,M | | | | | | | | | | |
| *Dundalk Community College | | | | | | | N | | | | | | |
| Frostburg State College | | | | | | B | | | | | | | |
| Hood College | | | | | | | | | | N,M | | | |

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| Maryland (cont) | | | | | | | | | | | | | |
| *Montgomery College | | | | | | A | | | | | | | |
| Morgan State University | | M | | | | | | | | | | | |
| *Prince George's Community Coll | | | | | | A | | | | | | | |
| University of Baltimore | | | | | | B | | N | | | | | |
| University of Maryland | | | B,M,D | | B,M,D | | | C | | | | | |
| Massachusetts | | | | | | | | | | | | | |
| *Berkshire Community College | | | | | | A | | | | | | | |
| Boston University | M,D | | | | | B,M,D | C | | N | N | | U | |
| Brandeis University | | | | | | | | | | N | | | |
| *Bunker Hill Community College | | | | | | | | | | | | A | |
| *Dean Junior College | | | | | | A | | | | | | | |
| *Endicott College | | | | | | A | | | | | | | |
| Fitchburg State College | | | | | | | | | | | | U | |
| *Grahm Junior College | | | | | | | | | | | | | A |
| *Greenfield Community College | | | | | | A | | | | | | | |
| *Lasell Junior College | | | | | | A | | | | | | | |
| *Leicester Junior College | | | | | | A | | | | | | | |
| Northeastern University | | | | | | B,M | | | | | | | |
| Springfield College | | | | | | B | | | | | | | |
| University of Lowell | | | | | | | R | | N | | | | |
| University of Massachusetts Amherst | | | | | | B | | | | | | | |
| Worcester State College | | | | | | | | | | | | | M |

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| Michigan | | | | | | | | | | | | | |
| Albion College | | | | | | | | | | | | U | |
| Alma College | | | | | | B | | | | | | | |
| Central Michigan University | | | | | B,M | | | | | | | | M |
| *Delta College | | | | | | | | | N | | | | |
| Eastern Michigan University | | | | | B | | | | | | | | M,S |
| Ferris State College | | | | | | B | | | | | | | B |
| Grand Valley State College | | | | | | B | | | | | | | |
| Hope College | | | | | | B | | | | | | | |
| *Kalamazoo Valley Community Col | | | | | | A | | | | | | | |
| *Lansing Community College | | | | | | | C | | | | | | |
| *Macomb County Community Coll. | | | | | | A | | | | | | | |
| Madonna College | | | | | | | C,A,B | | | | | | |
| Marygrove College | | | | | | | A | | | | | | |
| Michigan State University | M,D | | | B,M,D | | | | | | | | | |
| Northern Michigan University | | | | | | B | | | | | | | |
| *Northwestern Michigan College | | | | | | A | | | | | | | |
| Oakland University | | | | | | | | | | | U | | |
| University of Michigan Ann Arbor | M,D | | | | | B,M,D | | S | | | | | |
| *Wayne County Community College | | | | | | C,A | | | | | | | |
| Wayne State University | | | | | | B,M | | | | | | | |
| Western Michigan University | M,D | | | | | B | C,R,S | | | | | | M,S,D |

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| **Minnesota** | | | | | | | | | | | | | |
| Mankato State University | | | | | B | | N | | | | | | |
| *Normandale Community College | | | | | | A | | | | | | | |
| *North Hennepin Community Coll. | | | | | | A | | | | | | | |
| *Rochester Community College | | | | | | A | | | | | | | |
| St. Cloud State University | | | | | B | | | | | | | U | |
| *St. Mary's Junior College | | | | | | | N,C | | | | | | |
| University of Minnesota | M,D | | | | A,B<br>M,D | | C | | | | N,C,S | | B |
| Univ. of Minnesota Tech. Coll. | | | | | | A | | | | | | | |
| Winona State University | | | | | | B | | | | | | | |
| **Mississippi** | | | | | | | | | | | | | |
| Mississippi College | | | | | | B | | | | | | | |
| Mississippi State University | | M,D | | | | B | | | | | | | |
| Mississippi Valley State Univ. | | | | | | | C,B | | | | | | |
| University of Southern Mississippi | | | M,D | | B,M | | | | | | | | |
| William Carey College | | | B | | | | | | | | | | |
| **Missouri** | | | | | | | | | | | | | |
| Central Missouri State Univ. | | | M | B,M | | | | | | | | | |
| *Crowder College | | | | | | A | | | | | | | |
| Lindenwood Colleges | | | | | | B | | | | | | | |
| Missouri Western State Coll. | | | | | B | | | | | | | | |
| Northeast Missouri State Univ. | | | | | | B | | | | | | | |
| Northwest Missouri State Univ. | | | | | | B | | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| Missouri (cont) | | | | | | | | | | | | | |
| *St. Louis Community College | | | | | | | | | | | | A | |
| St. Louis University | | | | | | | | C | | | | | |
| Southwest Baptist College | | | | | | A,B | | | | | | | |
| Southwest Missouri State Univ | | | | | B | | | | | | | | |
| Stephens College | | | | | | B | | | | | | | |
| Tarkio College | | | | | | B | | | | | | | |
| University of Missouri | | | | | | | | | | | | | |
| Columbia | | M,D | | | | B,M | N | | | | | | M |
| St. Louis | | | | | | | N | | | | | | |
| Washington University | | | | | | | N | | | N | | U | |
| Webster College | | | | | | | | | | | | M | |
| Montana | | | | | | | | | | | | | |
| Carroll College | | | | | | | | | | | | A | |
| College of Great Falls | | | B | | | | | | | | | | |
| Montana State University | | | M,D | | | B | | | | | | | M |
| University of Montana | | | | | B,M | | | | | | | | |
| Nebraska | | | | | | | | | | | | | |
| Chadron State College | | | | | | B | | | | | | | |
| College of St. Mary | | | | | | A,B | | | | | | | |
| Creighton University | | | M | | | | | | | | | | |
| Doane College | | | | | | B | | | | | | | |
| Kearney State College | | | B | | | B | | | | | | | |
| Nebraska Wesleyan University | | | | | | B | | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| Nebraska (cont) | | | | | | | | | | | | | |
| *Northeast Tech. Community Coll | | | | | | A | | | | | | | |
| Peru State College | | | | | | B | | | | | | | |
| University of Nebraska | | | | | | | | | | | | | |
| Lincoln | | M,D | | | | B | | | | | | | D |
| Omaha | | | | | B | | | S | | | | | |
| Nevada | | | | | | | | | | | | | |
| *Clark County Community Coll. | | | | | | A | | | | | | | |
| University of Nevada | | | | | | | | | | | | | |
| Reno | | | | | | B | | | | | | | |
| New Hampshire | | | | | | | | | | | | | |
| Colby-Sawyer College | | | | | | A | | | | | | | |
| Franklin Pierce College | | | | | | B | | | | | | | |
| Keene State College | | | B | | | | | | | | | | |
| Mount St. Mary College | | | | | | | B | | | | | | |
| University of New Hampshire | | | | | | B | | | | | | | |
| New Jersey | | | | | | | | | | | | | |
| *Camden County College | | | | | | | | | | | | A | |
| Centenary College | | | | | | A | | | | | | | |
| *Cumberland County College | | | | | | | | | | | | | A |
| Fairleigh Dickinson Univ. | | | | | | B,M | | | | | | | |
| Kean College of New Jersey | | | | | | B | C | | | | | | |
| Montclair State College | | | | | | B | | | | | | | |
| *Ocean County College | | | | | | C | | | | | | | |
| Rutgers the State University of New Jersey | | | | | | | | N,C | | | | | B |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| New Jersey (cont) | | | | | | | | | | | | | |
| Seton Hall University | | | | | | | | | N | | | | |
| New Mexico | | | | | | | | | | | | | |
| College of Santa Fe | | | | | | B | | | | | | | |
| *New Mexico Military Institute | | | A | | | | | | | | | | |
| New Mexico State University | | | | | | B,M,D | | | | | | | M |
| University of Albuquerque | | | B | | | | | | | | | | |
| University of New Mexico | | | | | | | | | | | | A,B | |
| New York | | | | | | | | | | | | | |
| City University of New York | | B,M | | | | | | | | | | | |
| Graduate School and University Center | | | | | | | | | | D | | | |
| Herbert Lehman College | | | | | | M | | | | | | U | |
| Queens College | | | | | | | | | | | | U | |
| Columbia University | | M,D | | | | | | | | | | | |
| Cornell University | M,D | | | | | | | | | | | | |
| *Corning Community College | | | | | | | | | | | | A | |
| Elmira College | | | | | | | N,C | | | | | | |
| Fordham University | | | | | | | N,C | | | | | | |
| Hunter College | | | | | | | | C | N | | | | |
| Ithaca College | | | | | | B | | | | | | | |
| *Kingsborough Community Coll. | | | | | | A | | | | | | | |
| Long Island University | | | | | | | | | | | | | |
| C.W. Post Center | | | B,M | | | | | | | | | | |
| Molloy College | | | | | | | B | | | | | | |
| *Monroe Community College | | | | | | | | | | | | C,A | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | | Administrative Division | Major | Community Studies |
| New York (cont) | | | | | | | | | | | | | | |
| Mount St. Mary College | | | B | | | | | | | | | | | |
| New School for Social Research | | | | | | | | | | M | | | | |
| New York University | | | M,D | | | B,M,D | | | | | | | U | |
| Niagra University | | | B | | | | | | | | | | | |
| *North Country Community Coll. | | | | | | | N | | | | | | | |
| *Onondaga Community College | | | | | | | | | | | | | A | |
| Pace University | | | | | | | | | | | | | B | |
| St. John's University | | | | | | | | | | | | U | | |
| St. Thomas Aquinas College | | | | | | | B | | | | | | | |
| *Schenectady County Community College | | | | | | | | | | | | | A | |
| State University of New York Agricultural & Technical College at Morrisville | | | | | | A | | | | | | | | |
| State University of New York a | | | | | | | | | | | | | | |
| Albany | | M | | | | | | | | | | | | |
| Buffalo | | | | | | | | N | | | | | | |
| State University of New York College at Brockport | | | | | | B | | | | | | | | |
| College at Cortland | | | | | B,M | | | | | | | | | |
| College at Oswego | | | | | | | | | | | | | U | |
| State University of New York College of Human Ecology at Cornell University | | | | | | | | | | | | | | B,M,D |
| *Suffolk County Community Coll. | | | | | | | | | | | | | | A |
| Syracuse University | M,D | | | | | B,M | | C | | | | | | |
| *Tompkins-Cortland Comm. Coll. | | | | | | | | | | | | | C,A | |
| University of Rochester | | M | | | | | | | | | | | | M |
| Yeshiva University | | | | | | | | C | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| North Carolina | | | | | | | | | | | | | |
| Appalachian State University | | | | | | B | | | | | U | | M |
| Belmont Abbey College | | | | | | B | | | | | | | |
| East Carolina University | | | | | | B | | | | | | | |
| Elon College | | | | | | | | | | | | | B |
| Greensboro College | | | B | | | | | | | | | | |
| North Carolina State Univ. | | M,D | | | | B,M | | | | | | | |
| University of North Carolina | | | | | | | | | | | | | |
| Chapel Hill | M,D | | | | | B,M,D | | | | | | | |
| Charlotte | | | | | | | | | | | U | | |
| Greensboro | | | | | B | | | | | | | | |
| *Wayne Community College | | | | | | | | | | N | | | |
| Western Carolina University | | | B,M | | | | | | | | | | |
| North Dakota | | | | | | | | | | | | | |
| North Dakota State University | | | | | | | | | | | U | | |
| University of North Dakota | | | | | | B | | | | | | | |
| Ohio | | | | | | | | | | | | | |
| Bowling Green State University | | | B | | | | B | | | | | | |
| Capital University | | | | | | | C | | | | | | |
| Case Western Reserve Univ. | | | | | | | | | N | | | | |
| Kent State University | | | | | B | | N | | | | | | |
| Marietta College | | | | | | B | | | | | | | |
| Miami University | | | | | | | | B,M | | | | | |
| Ohio State University | M,D | | | | | B | | | | | | | |
| Ohio University | | | | | | A,B | | | | | U | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department, School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| Ohio (cont) | | | | | | | | | | | | | |
| University of Akron | | | | | | | | | N | N,C,D | | | |
| University of Toledo | | | | | | B | | | | | | | |
| Ursuline College | | | B | | | | | | | | | | |
| Walsh College | | | B | | | | | | | | | | |
| Wright State University | | | | | | | | | N | N | | | |
| Oklahoma | | | | | | | | | | | | | |
| East Central Oklahoma State University | | | | | | | N | | | | | | |
| Oklahoma State University | | | | | | | | | | | | | M,S,D |
| Southwestern Oklahoma State University | | | | | | B | | | | | | | |
| University of Tulsa | | | | | B | | | | | | | | |
| Oregon | | | | | | | | | | | | | |
| Mount Angel College | | | | | | | B | | | | | | |
| Oregon State University | B,M,D | | | | | B | N,R | | N | | | | |
| *Portland Community College | | | | | | A | | | | | | | |
| University of Oregon | | | | | B,M,D | | R | | | | | | M,D |
| Pennsylvania | | | | | | | | | | | | | |
| *Bucks County Community Colleg | | | | | | | | | | | | A | |
| California State College | | | | | | B | | | | | | | |
| *Harrisburg Area Community Coll | | | | | | A | | | | | | A | |
| King's College | | | | | | | | B | | | | | |
| Kutztown State College | | | B | | | | | | | | | | |
| Pennsylvania State University | | | | A,B M,D | | | | | N | N | U | | B |
| Slippery Rock State College | | | | B,M | | | | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| Pennsylvania (cont.) | | | | | | | | | | | | | |
| Temple University | M,D | | | | B,M,D | | | | | | | | |
| University of Pennsylvania | | | M,D | | | | | | | | | | |
| University of Pittsburg | | | | | | | N | | N | N | | | B |
| York College | | | | | | | R | | | | | | |
| Rhode Island | | | | | | | | | | | | | |
| Providence College | | | B,M | | | | | | | | | | |
| University of Rhode Island | M | | | | | | N | C | | | U | | |
| South Carolina | | | | | | | | | | | | | |
| Clemson University | | | | | | B,M | | | | | | | |
| University of South Carolina | M | | | | | | C | | | | | | M,D |
| South Dakota | | | | | | | | | | | | | |
| Black Hills State College | | | B | | | | | | | | | | |
| Northern State College | | | | | | | | | | | | | A,B |
| South Dakota State University | | | | | | B | | | | | | | |
| University of South Dakota | | | M | | | B | A | | | | | | M,S,D |
| Tennessee | | | | | | | | | | | | | |
| Belmont College | | | | | | | | | | | | B | |
| George Peabody College for Teachers | | | | | | | | | | | | U | |
| Lambuth College | | | B | | | | | | | | | | |
| Memphis State University | | | M | B,M | | | | | | | | | |
| Tennessee State University | | | M | B,M | | | | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | | Administrative Division | Major | Community Studies |
| **Tennessee (cont)** | | | | | | | | | | | | | | |
| University of Tennessee | | | | | | | | | | | | | | |
| Knoxville | | M | | B,M | | | | | | | | | | |
| Martin | | | | | | B | | | | | | | | |
| **Texas** | | | | | | | | | | | | | | |
| Baylor University | | | B,M | | | | | | | | | | | |
| Bishop College | | | | | | | | | | B | | | | |
| Corpus Christi University | | | | | | | | | | | | | | C,B |
| East Texas State University | | | D | | | | | | | | | | | |
| North Texas State University | M,D | | | | B,M | | R,M,S | | | | | | | |
| St. Edwards University | | | | | | | | | | | | | U | |
| Southwest Texas State Univ. | | | | | B,M | | | | | | | | | |
| Texas A&M University | | M,D | | | | B,M,D | | | | | | | | |
| Texas Southern University | | | B,M | | | B | | | | | | | | |
| Texas Technical University | | | B,M,D | | | B,M | | | | | | | | |
| Texas Woman's University | | | | | B,M,D | | | | | | | | | |
| Trinity University | | | | | | | M | | M | M | | | | |
| University of Texas | | | | | | | | | | | | | | |
| Austin | | | B,M,D | | | | | | | | | | U | |
| Health Science Center at Dallas | | | | | | | | C | C,B | B | | | | |
| **Utah** | | | | | | | | | | | | | | |
| Brigham Young University | | | | | | B,M | C | | | | | | | M,S,D |
| University of Utah | M,D | | | | | | B | C | N | N | | | | |
| Utah State University | | | | | | B,M,D | C | | | N | | | | |
| Weber State College | | | | | | | | C,B | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COMMUNITY STUDIES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| Vermont | | | | | | | | | | | | | |
| Goddard College | | | | | | | | | | | | | B |
| Green Mountain College | | | | | | | | | | | | A | |
| Johnson State College | | | B | | | | | | | | | | |
| Southern Vermont College | | | | | | | | | | | | A,B | |
| Trinity College | | | | | | | | | | | | B | |
| University of Vermont | | | | | | B | | | | | | | |
| Virginia | | | | | | | | | | | | | |
| Hampton Institute | | | | | | | N | | | | | | |
| *J. Sargeant Reynolds Community College | | | | | | A | | | | | | | |
| James Madison University | | | | | | | | R | | | | | |
| Norfolk State College | | | | | | B | N,C | | | | | | |
| Old Dominion University | | | | | | | | | | | | U | |
| Radford College | | | | | | B | | | | | | | |
| University of Virginia | | | | | | | | | | | | | M,D |
| Virginia Commonwealth Univ. | M | | | | | B | | C,M | | | | | |
| Virginia Polytechnic Institute and State University | | M,D | | | | B,M,D | | | | N | | | |
| Virginia Union University | | | B | | | | | | | | | | |
| Virginia Wesleyan College | | | | | | | | | | | | B | |
| Washington | | | | | | | | | | | | | |
| Central Washington University | | | | | | | | B,M | | | | | |
| *Centralia College | | | A | | | | | | | | | | |
| Eastern Washington State Coll. | | | | | B | | | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNITY STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| **Washington (cont)** | | | | | | | | | | | | | |
| Eastern Washington University | | | | | | | | | | | U | | |
| Everett Community College | | | | | | A | | | | | | | |
| Evergreen State College | | | | | | B | | | | | | | |
| Fort Wright College | | | M | | | | | | | | | B | |
| Seattle University | | | M | | | | | | | | | | B |
| *Spokane Community College | | | | | | | | | | | | C,A | |
| Washington State University | | M | | | | B,M | | | | | | | |
| *Wenatchee Valley College | | | A | | | | | | | | | | |
| Western Washington State Coll. | | | M | | | B | | | | | | B | B |
| **West Virginia** | | | | | | | | | | | | | |
| Marshall University | | | M | B | | | | | | | | | |
| Morris Harvey College | | | | | | A,B | | | | | | | |
| Shepherd College | | | | | | B | | | | | | | |
| West Virginia University | | | | | | B,M | N | | | | | | |
| *Parkersburg Community College | | | | | | | C,A | | | | | | |
| **Wisconsin** | | | | | | | | | | | | | |
| Edgewood College | | | B | | | | | | | | | | |
| University of Wisconsin | | | | | | | | | | | | | |
| Madison | | M,D | | | | B,M,D | | N,C | N | N | | | B,M |
| Milwaukee | M | | | | | | | | | | | | |
| Oshkosh | | | | | | | | | | | U | | |
| River Falls | | | | | | B | | | | | | | |
| Stevens Point | | | | | | | | | | N | | | |
| Stout | | | | | | | | | | | U | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
A - Associate Degree, R - Minor, B - Bachelor M - Master Degree,
S - Specialist Degree, D - Doctoral Degree, U - Degree Offerings Unknown

| INSTITUTIONS | ADULT AND CONTINUING EDUCATION | | | RECREATION AND LEISURE | | | GERONTOLOGY AND AGING | | | | HUMAN RESOURCES SERVICES | | COM-MUNIT STUDI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department /School of Education | Department/School of Adult/ Continuing Education | Other/Not Available | Department/School of Education | Department/School of Health, Physical Education & Recreation | Other/Not Available | Gerontology/Aging | Interdisciplinary | Nursing/Health Care | Other/Not Available | Administrative Division | Major | Community Studies |
| Wyoming | | | | | | | | | | | | | |
| *Central Wyoming College | | | | | | A | | | | | | | |
| *Northwest Community College | | | | | | A | | | | | | | |
| University of Wyoming | | B,M,D | | | | B,M | | | | | | | |

LEGEND: * - Community/Junior College, N - Concentration, C - Certificate/Diploma
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